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ABSTRACT

A representative sample of about 2,500 third-graders took the Cultural Arts Test, a perception survey which was part of the 1973-74 State Assessment of Educational Progress in North Carolina. The test dealt with students' perceptions of their own competence, interests, preferences, and happiness in the cultural arts; of their teachers. and principals' cultural arts interests; of in-school and out-of-school arts activities; of exposure to artists and objects; and of the general areas of self, parents; peers, teachers, and school. Questions were asked related to four specific cultural arts areas: visual arts, music, dance, and speech/drama/poetry. Throughout the test, the visual arts received more positive responses than any of the other three areas. These positive rankings might be considered typical: (1) visual arts, (2) speech/drama/poetry, (3) music, and (4) dance. Results are presented by race and sex, region, family income level, and parental education level. There were differences among students with varying backgrounds, but these differences were not consistent across all the sets of items and across all four cultural arts areas. The Cultural Arts Test is appended. (RC)

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GRADE 3

CULTURAL ARTS

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STATE ASSESSMENT OF EDUCATIONAL PROGRESS IN NORTH CAROLINA, 1973-74

DIVISION OF RESEARCH / NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION / RALEIGH 27611

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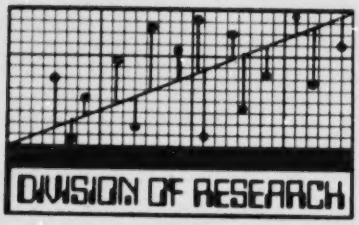
GRADE 3

CULTURAL ARTS



STATE ASSESSMENT OF EDUCATIONAL PROGRESS IN NORTH CAROLINA, 1973-74

DIVISION OF RESEARCH / NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION / RALEIGH 27611

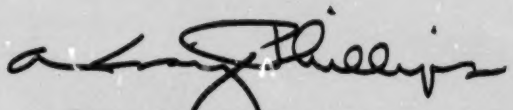
December, 1974

FOREWORD

As one of the ways to improve the quality of public education in the State, personnel in the State Department of Public Instruction conduct an annual assessment of educational performance. This assessment provides educational decision makers with accurate and objective information for planning and administering the State's public elementary and secondary schools.

This year, a series of reports will be released on the performance of third-grade students. The reports will include reading, mathematics, language arts, social studies, science, cultural arts, health, and physical education. Also, special surveys on teachers' and principals' opinions of education will be released. All of this information should also help the general public to be better informed about the status of their schools on a statewide basis.

Aware of the fact that patrons and educators at the local school level also wish to know more about the quality of education in their schools, the State Department of Public Instruction is initiating a program to assist local school personnel to conduct assessment programs. Constructive use of this information, as well as statewide data, will insure continuing progress in providing appropriate learning experiences for all children and youth in North Carolina.



State Superintendent
of Public Instruction

ACKNOWLEDGMENTS

In any major comprehensive effort such as the current Statewide Assessment of Education, it is impossible to recognize all individuals and groups who have made significant contributions. It is appropriate, however, to recognize a number of groups and agencies that have provided major services in this effort.

Were it not for the support of the members of the State Board of Education, funds and other resources would not have been allocated for the assessment program. The leadership provided by members of the Board is especially appreciated.

Special acknowledgments go to the personnel in the local school systems who cooperated and assisted with the assessment effort. The superintendents, the support staff, the principals, and the teachers proved to be accommodating and professionally dedicated in every respect. Their assistance was invaluable.

The Research Triangle Institute should be highly commended for assistance provided in several technical areas of the assessment.

The staff members from the Divisions of Reading, Language Arts, Mathematics, Science, Cultural Arts, Social Studies, and Health and Physical Education were vitally involved in the selection and development of tests for the assessment. Without their efforts, the comprehensiveness of the assessment would have been severely limited.

Finally, special appreciation is expressed to staff members in the Division of Research who successfully coordinated and completed this major assignment in a most efficient manner.

Wm. J. Brown Jr.

Director of The
Division of Research
Department of Public Instruction

H. T. Corder

Assistant Superintendent for
Research and Development
Department of Public Instruction

PREFACE

As part of his total effort to initiate better management techniques, the State Superintendent of Public Instruction indicated in 1970 that more and better information was needed for state-level planning. He initiated the State Assessment of Educational Progress in response to that need.

The assessment program was a collaborative effort from the beginning. Many levels of the education community contributed suggestions. Funds and services for the program were obtained from local, state, and federal sources. Cooperation among local and state components of the public school system and the nationally respected Research Triangle Institute was the backbone of the assessment. There was an open exchange of ideas, experiences, and services.

As a result of these cooperative relationships, the first State Assessment of Educational Progress took place in the spring of 1972 with minimal disruption to school programs. A statewide sample of sixth graders participated by completing exercises in reading, mathematics, language arts, career awareness, and several dimensions of student attitudes.

At the recommendation of the State Board of Education, the 1973 Legislature voted to fund the assessment program annually as part of the budget of the State Superintendent of Public Instruction. Concurrently, an advisory committee of legislators, businessmen, students, parents, and educators was formed to assist the State Board and the State Department of Public Instruction on aspects of statewide assessment and accountability.

A three-year cycle of assessment in grades three, six, and nine was established, beginning in 1974 with the State Assessment at the third grade. In the 1974 assessment, information was collected from teachers and principals as well as students. Student performance measures were taken in language arts, mathematics, cultural arts, reading, science, social studies, health, and physical education. Reports are now being prepared on the results.

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CHAPTER ONE: INTRODUCTION

Purpose of the Assessment

In order to improve educational planning and decision-making in North Carolina, the State Department of Public Instruction initiated a statewide assessment of educational progress. The information gathered through this assessment operation has three basic purposes:

1) To examine the state's present educational position: Knowing the educational status will enable educators to plan better programs for improving learning and teaching. Objective information will help decision-makers set program priorities with more assurance and allocate resources on the basis of need. An accurate description of the current status will increase general public knowledge and understanding about the public schools.

2) To measure educational progress over a period of years: As time passes, a charting of the educational progress in this state can be made. These benchmarks of educational quality could become the basis for educational accountability for the state.

3) To seek means of improving North Carolina's education: As more information is collected in the state assessments, variables which affect learning can be examined, and those variables which show a positive influence on learning can be promoted.

In addition, the state assessment effort provides local units with technical assistance in planning similar local programs which aid the setting of local priorities. Goals may be set using meaningful state and regional norms which are made available from the statewide effort. Furthermore, assessment information collected in each school will assist teachers in planning better instructional programs for public school youngsters and help patrons and parents to better understand the educational needs and attainments of North Carolina children.

In a continuing attempt to develop and improve North Carolina's assessment program, the Legislature, adding its encouragement through program support, approved funds in 1973 as a part of the State Superintendent's program budget to underwrite the statewide assessment effort. This State Assessment at the third-grade level is the first stage in a proposed three-year assessment cycle. In 1974-75, assessment will occur in the sixth grade, and, in 1975-76, at the ninth-grade level.

Implementation of the Assessment

The Sample

Selecting third graders to participate in the assessment program was the responsibility of the Research Triangle Institute, assisted by the State Department of Public Instruction. The objective was to choose a representative sample of size sufficient to provide reliable estimates of test score averages for the state, the Coastal Plains, the Piedmont, and the Mountains. Independent samples of 2,500 students were considered appropriate for each of the areas described in the section entitled "Assessment Areas." The total third grade enrollment of the eighteen schools containing 1970-71 state-supported kindergartens provided approximately 2,000 students for a special assessment follow-up.

A two-stage sampling procedure was designed to select the 12,500 students for the first five areas. In order to give each third grade student in North Carolina an equal chance of being chosen, 618 schools were randomly selected with the probability of school selection based upon stratification according to the size of the third-grade enrollment.

Random selection of students within schools was controlled to preserve the proportion of ESEA Title I enrollment within the third-grade class.

Of the 93,752 third-grade students in North Carolina, the chance of selection for any child was ten out of seventy-four.

Pupil characteristics of the third-grade State Assessment sample are shown in Table 1.

TABLE 1

PUPIL CHARACTERISTICS OF THE THIRD-GRADE ASSESSMENT SAMPLE

Characteristic	State Assessment Sample
Sex	
. Male	51.3%
. Female	48.5%
Racial/Ethnic Membership	
. American Indian	1.2%
. Black	29.0%
. White	69.0%
Parental Education Level	
. Neither over eighth	5.9%
. One over eighth	25.9%
. One high school graduate	44.8%
. One over high school	23.5%
Family Income Estimate	
. Less than $3,000	15.4%
. $3,000 - $15,000	75.6%
. Over $15,000	8.1%
Any Kindergarten Experience	
. Yes	39.2%
. No	53.4%
. Unknown	6.8%

Field Procedures

An Assessment Coordinator was designated by the superintendent of each participating LEA to organize all assessment activities. The activities included: (1) selecting and coordinating the testing schedule, (2) distributing and collecting test packages and questionnaires, and (3) providing information and assistance to the test administrators and principals. With the approval of the superintendent, Assessment Coordinators also selected someone other than the student's classroom teacher to administer the tests. These administrators read aloud all items which did not test the student's ability to read. To insure standardization of test procedures, the Division of Research staff held workshops to acquaint coordinators and administrators with assessment procedures.

Assessment Areas

The 1973-74 State Assessment of Educational Progress consisted of five different assessment areas and an additional research package for the evaluation of third graders who had previously attended state-supported kindergarten. In addition to student measures, all teachers (grades K-6) and principals of the 618 schools included in the student sample were asked to respond to questionnaires designed to reflect their opinions about the educational needs and priorities in North Carolina.

The subjects included in the six assessment areas and the type of testing involved are listed in Table 2.

TABLE 2

OVERVIEW OF 1973-74 ASSESSMENT AREAS, TESTING, AND SAMPLING

Assessment Area	Type of Testing	Number of Students Sampled
Reading, Math, Language Arts	Norm-Referenced (Iowa Tests of Basic Skills)	2,500
Reading, Math, Language Arts	Objective-Based	2,500
Health Physical Education	Objective-Based Motor Performance	2,500
Cultural Arts	Perception Survey	2,500
Science and Social Studies	Objective-Based	2,500
Third-Grade Kindergarten Follow-up	Norm-Referenced (Iowa Tests of Basic Skills) (Cognitive Abilities Test) (Self Observation Scale)	2,000

Types of Instruments

Reading, language arts, and mathematics were each assessed by both a norm-referenced test (Iowa Tests of Basic Skills) and an objective based test developed at the state level. The difference in the kinds of information provided by the two types of measurements should be considered when interpreting test results.

Nationally standardized achievement tests, such as the Iowa Tests of Basic Skills, are designed to provide information about student performance in given subject areas in relation to the performance of other students who are representative of the nation as a whole. The national sample of students taking the ITBS is the "norm" or reference group to whose

performance we compare our state results. Thus, the ITBS provides information on the educational status of North Carolina third-grade students in relation to the performance of a national sample of "typical" third graders. Such standardized tests also assume a continuum of achievement skills based upon the scores of the national sample. North Carolina's third-grade results may be considered against this continuum.

Norm-referenced tests are designed to spread out developmental scores on a continuum of skills spanning several grade levels. However, they do not tell us specifically what our students have achieved or how they perform on a given set of educational tasks. Some items on the ITBS can admittedly be grouped into subject area objectives, but the test is not designed for diagnostic purposes.

Therefore, objective-based tests were developed for reading, language arts, mathematics, and several other areas in order to assess more specific knowledge of North Carolina's students. Program area specialists and researchers collaborated on this review and selection process. Questionnaires were developed, information gathered, standardized tests carefully reviewed, and objectives and items finally selected in accord with some of the major educational goals of North Carolina.

Objective-based tests, also known as criterion-referenced tests, are developed differently from norm-referenced tests. They facilitate assessing the extent to which students have learned some defined behavior domain or specific class of learner skills. These behavior domains are also referred to as objectives. Specific objectives considered important or crucial for later skills are selected for each subject area. Then, item selected to measure these objectives determine how well students have learned the knowledge or behavior described by the objectives. Objective-

based tests are thus diagnostic of specific learning, rather than more broadly comparative in nature - as are the norm-referenced tests. Strengths and weaknesses of a group of students for a given subject area are thus determined, and sometimes, though not necessarily, in relation to a norm group.

It is important in making educational program decisions to know specifically what students have learned as well as how they are generally performing in relation to other students. For this reason, the assessment of third graders included experimental objective-based tests for various subject areas. Norm-referenced and objective-based tests when combined should provide a more complete picture of the performance of North Carolina students.

In the 1973-74 State Assessment, other kinds of instruments besides norm-referenced and objective-based tests were also used to gauge student performance. For example, the physical education instrument was a motor performance test, in which students participated in a variety of physical activities. That test was based neither on national norms nor on specific objectives.

In addition to student performance tests, other instruments were used in the North Carolina assessment. Tests were developed on student perceptions in some subject areas (such as cultural arts), and a survey of teachers' and principals' needs was taken. The assessment staff also acquired school and community information on variables known to be associated with achievement.

North Carolina Comparisons with Other States

Because learning does not stop at the end of the school day, it is helpful to review the environment in which this out-of-school learning occurs. North Carolina, the twelfth most populous state in the nation,

has been described as a "state of magnificient variety." The agriculture and industry of North Carolina are varied. The state produces two-thirds of the country's flue-cured tobacco and is a leader in fabric and furniture manufacture. Tourism also flourishes in North Carolina as thousands annually visit its mountains, parks, golf courses, shores, and sites for boating and fishing. Clearly, such diversification makes it difficult to describe the "typical" North Carolinian.

The diversity continues when such variables as individual income, occupation, race, and education are considered. These factors and the values placed on them vary not only by county and region, but within communities as well.

In studying educational status and change over time, it is essential to examine achievement in conjunction with environmental factors. Of these elements, socioeconomic factors, in particular, are associated with educational opportunity and attainment, and these exert a major influence on a child's growth and development. Educators must consider these tangibles and, more importantly, the values and ethics implicit in a child's immediate environment. The remainder of this section will contrast the environment of the North Carolina pupil with the environment of pupils in other states.

A state's population, size, and population distribution are basic environmental factors. The following tables show North Carolina's relative ranking.

TABLE 3

NORTH CAROLINA'S RANK AMONG THE FIFTY STATES
ON BASIC DEMOGRAPHIC FACTORS

Factor	North Carolina's Rank
Land Area (1970)	29
Population (1973)	12
People Per Square Mile (1970)	17
Percentage Classified Rural (1970)	5
Percentage Black (1970)	6
Median Age (1970)	15

As evident here, North Carolina students are from a more populous state where the people are younger, more likely to be of a minority group, and live in smaller towns than people in most states. It is also apparent that the degree of rurality is twice that of the national average while the density is slightly above average.

TABLE 4

NORTH CAROLINA'S RANK AMONG THE FIFTY STATES
ON BASIC SOCIOECONOMIC FACTORS

Factor	North Carolina's Rank
Per Capita Income (1972)	34
Households With Cash Incomes of $3,000 or less (1972)	12
Per Family Income (1970)	40
Median Years of Education (1970)	46

North Carolina's students do not share in as much of the basic socioeconomic wealth as do students from other states. That is, North Carolina ranks among the lowest ten states on important characteristics such as income and education level of adults.

Thus, North Carolina's combination of factors associated with income, ethnic composition, degree of rurality, and adult education level seem to indicate a "non-typical" background for her youth. A picture emerges of an environment which may not reinforce maximum educational progress.

Comparisons within North Carolina

There are great variations within the boundaries of North Carolina. Particularly important is the variety which exists with the differing traditions and personalities of its Mountain, Piedmont, and Coastal Plains groups. The following table describes some of these differences:

TABLE 5

GENERAL ENVIRONMENTAL FACTORS WITHIN NORTH CAROLINA

Factor	Mountains	Piedmont	Coastal Plains	State
Population (1970)	760,760 (15%)	2,692,975 (54%)	1,628,323 (32%)	5,082,059
Growth (1960-1970)	11%	21.3%	7.7%	11.5%
Distribution of Black Population (1970)	41,459 (4%)	569,575 (51%)	515,444 (46%)	1,126,478
Percentage Black (1970)	5.4%	21.1%	31.6%	22.2%
Percentage Classified Rural (1970)	75.1%	45.9%	60.6%	55.0%
Percentage That Moved (1965-70)	40.5%	46.0%	49.2%	46.2%

These basic environmental factors indicate that a majority of the people - black and white - live in the Piedmont; the Mountains have the highest percentage of the people living in rural areas; and the Coastal Plains population has a greater proportion that is black. Perhaps the major point in these figures is the variety among these three major geographical divisions. As disclosed earlier, some of these same variables have been shown to be related to achievement.

Distribution of economic resources in these three regions also varies, as the following table shows:

TABLE 6

SOCIOECONOMIC FACTORS WITHIN NORTH CAROLINA

Factor	Mountains	Piedmont	Coastal Plains	State
Family Income	8,059	10,234	7,757	9,139
Family Income Female Head (1970)	5,017	5,620	4,104	5,017
Average Percentage Free School Lunch	35.2%	37.6%	64.7%	47.8%
Percentage Living Below Poverty	20.2%	15.1%	28.8%	20.3%
Percentage of all Families Below Poverty with Children Under 18	10.7%	8.9%	19.2%	12.3%
Percentage of all Children Under 18 From Poverty Families	20.5%	17.4%	34.4%	23.6%
Percentage of Children Under 18 Living with Both Parents	82.6%	80.1%	73.7%	78.3%

Because socioeconomic status is a strong predictor of academic success, regional differences in educational achievement are to be expected. Thus, any academic comparisons should be carefully tempered by these background differences.

Still another factor associated with academic achievement is the educational environment. Regional patterns are suggested in the table below:

TABLE 7

EDUCATIONAL FACTORS WITHIN NORTH CAROLINA

Factor	Mountains	Piedmont	Coastal Plains	State
Average of Median Years of Education - Adults Over 25	9.5	10.2	9.9	10.6
Adult Education Index	2.50	2.82	2.56	2.69
Percentage of High School Graduates of Those 16-21 Not In School	49.7%	48.7%	44.0%	46.7%
Taxing for Education Index	417	507	439	478

These environmental, socioeconomic, and educational factors are a major influence on a child's educational growth and development. Educators who consider regional comparisons must be aware of the differential effects that these factors contribute within regions. Certainly, expectations are better determined with an awareness of the status of these variables, regardless of whether local, regional, or state comparisons are being made.

HIGHLIGHTS OF RESULTS FROM CULTURAL ARTS ASSESSMENT

Approximately 2,500 third graders took the Cultural Arts Test, a perception survey which was part of the 1973-74 State Assessment of Educational Progress in North Carolina. Major results were as follows:

- Almost two-thirds of the students reported positive feelings about cultural arts.
- Forty percent of the state sample felt competent in the arts, while 31 percent felt incompetent and 28 percent felt unsure of their ability.
- Black children, lower-income children, and children of less-educated parents felt more positive of their arts abilities than other students.
- Half of the students in the state sample were unsure whether their teachers and principals enjoy the arts.
- Black children, lower-income children, and children of less-educated parents felt more strongly than other children that their teachers and principals enjoy the arts.
- High-income children and children of highly-educated parents were more uncertain of their teachers' and principals' cultural arts interests than were other children.
- North Carolina's third graders reported relatively little contact with people who engage in the arts (musician, actor, singer, etc.). An average of 44 percent of the students reported contacts with visual artists and musicians, while 38 percent reported contact with persons involved in dance or speech/drama/poetry.
- Half of the sampled third graders had a strong desire to pursue visual arts and music, while 39 percent had strong preferences about dance and speech/drama/poetry.
- Black students showed stronger preferences for all four areas of the cultural arts than did white students.
- Generally, the students had a favorable perception of parents, teachers, friends, school, and themselves. Eighty-five percent of the students had a good perception of their parents, 70 percent rated teachers highly, 64 percent had a favorable view of their school, 56 percent had a good perception of their friends, and 51 percent had a favorable self-image. However, over 38 percent were not sure of their feelings about themselves.
- The frequency of third graders' participation in both in-class and out-of-class arts activities followed the same pattern: visual arts first; speech/drama/poetry second; music third; and dance fourth.

- On items measuring artistic interests, self-motivation and originality, visual arts received the most positive response and dance the least positive response from the statewide sample.

- Black students were generally more positive than white students about self-motivated activities in dance, music, and visual arts, while black students and white students were just about equally positive concerning self-initiated activities in speech/drama/poetry.

- Self-motivation and interest in visual arts and dance decreased as family income increased. No such income-related patterns occurred in speech/drama/poetry or music.

- Throughout the test, white females, high-income children, and children with highly-educated parents expressed more uncertainty than did other children. Whether this uncertainty is healthy or unhealthy, good or bad, cannot be judged from the data. Also, reasons for this reported uncertainty are not known.

- For the various race-by-sex categories, family income groups, and parental education levels, the patterns of responses on the Cultural Arts Test are not consistent with the trends which appeared on the achievement tests in the State Assessment (such as reading, mathematics, and language arts).

- There were no regional differences which occurred consistently throughout the Cultural Arts Test.

CHAPTER TWO: CULTURAL ARTS ASSESSMENT

The 1973-74 State Assessment of Educational Progress in North Carolina included the Cultural Arts Test, which measured third graders' perceptions about the cultural arts and about other aspects of family and school life. This unique test was developed by the Division of Cultural Arts in the State Department of Public Instruction, with the assistance of the Division of Research. It was decided by the Division of Cultural Arts that perceptions and attitudes are more important than knowledge and skills as student attributes to be developed in the arts. Therefore, the Cultural Arts Test was designed as a measure of perceptions rather than of skills.

Approximately 2,500 third graders took the Cultural Arts Test in April, 1974. These students were randomly selected to represent the third-grade population in the state as a whole and in the three geographic regions: Mountains, Piedmont, and Coastal Plains. Both sexes were about evenly represented. Approximately 70 percent of the students were white and 30 percent were non-white, reflecting the overall racial composition of the state.

Description of Test

In order to analyze the Cultural Arts data systematically, all items in the assessment were grouped into the following clusters:

1. "Perception of Self-Competence in the Cultural Arts" assessed the child's perception of his skills and abilities in the cultural arts.
2. "Teacher/Principal Interest" asked the student to indicate his/her teacher's and principal's concern with the cultural arts.

3. "Contact with Artistically-Involved Persons" asked which students had ever seen or been associated with a person involved in the arts, such as a musician, painter, dancer, author, etc.
4. "Feelings about the Arts" invited the student to indicate which emotions (i.e., happiness, sadness, embarrassment, etc.) were aroused when he/she participated in the arts.
5. "In-Class Experiences" concerned the art-related activities in which the child had participated in school.
6. "Out-of-Class Experiences" concerned the art-related activities in which the child participated independently from school.
7. "Artistic Preferences" asked the child to indicate which art-related activity he/she enjoyed or would be interested in trying.
8. "Exposure to Art-Related Objects" ascertained which art-related objects the child had seen--as separate from the artists who use them.
9. "Artistic Interests" asked the child questions concerning his/her desire to engage in the arts for personal enjoyment.
10. "Perceptions" asked for personal observations of the child concerning his school, parents, friends, teachers, and himself.

Perception of Self-Competence in the Cultural Arts

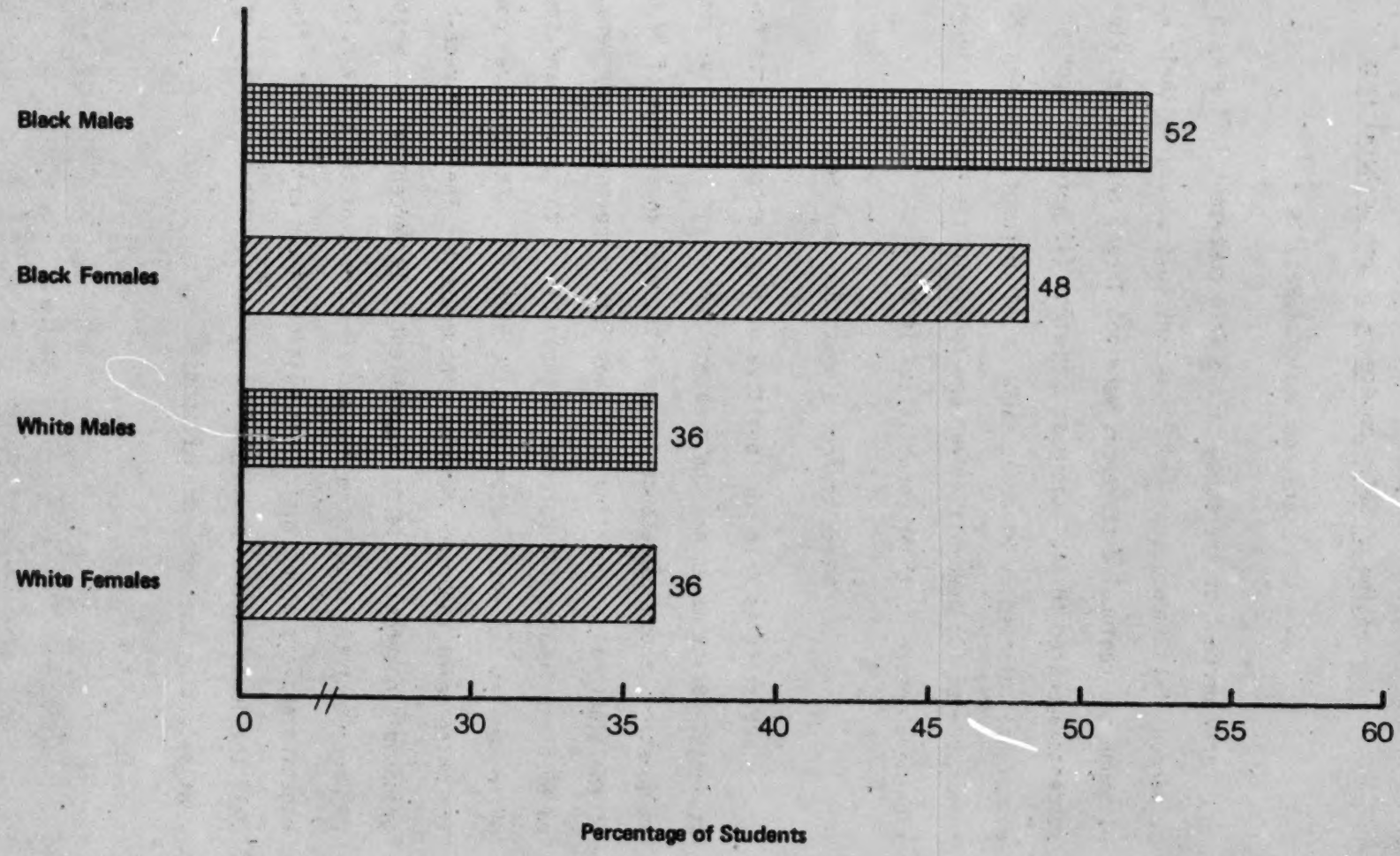
State and Regional Results

Forty percent of the state sample felt competent in the arts, while 31 percent felt incompetent and 28 percent felt unsure of their ability. Although the regional differences were not large, the Coastal Plains students appeared to feel the most competent (43 percent reported feeling competent) followed by Piedmont students (41 percent) and then Mountain students (33 percent). Over one-fourth of the students in each region were unsure of their capabilities in the arts.

Results According to Race and Sex

Black students felt more positive of their arts abilities than white students. Black males had the greatest percentage of positive responses on questions about competence in the arts, with an average of 52 percent of the black males reporting that they felt competent. They were followed by black females (48 percent felt capable in the arts), and then by white females and white males (both 36 percent). Thirty-seven percent of the white males reported they felt incompetent. The other race-by-sex groups did not feel quite as incompetent: 29 percent of the white females, 27 percent of the black females, and 26 percent of the black males gave negative answers about their capabilities in the arts. White females felt the least certain about their competence, with an average of 35 percent selecting the "not sure" response.

RACE-BY-SEX COMPARISONS OF SELF-CONFIDENCE IN THE ARTS



Results According to Family Income Level

Students from low-income families indicated a greater feeling of competence (with 47 percent responding positively) than did medium-income and high-income students (with 39 percent of each of those two groups responding positively). Although the percentage of negative responses to questions about competence did not have a definite pattern in relation to family income, the percentage of "not sure" responses increased as family income increased. Twenty-three percent of low-income students, 28 percent of middle-income students, and 34 percent of high-income students were uncertain.

Results According to Parental Education Level

As the educational level of parents increased, the childrens' feeling of competence tended to decrease slightly. Forty-five percent of the children whose parents had less than an eighth-grade education felt competent in the arts, while 39 percent of children with at least one parent educated beyond high school felt competent. As the parental education increased, uncertainty about arts abilities increased somewhat. Uncertainty was expressed by 23 percent of students whose parents had less than an eighth-grade education, while 32 percent of students with at least one parent educated beyond high school felt unsure about their competence in the arts.

Results According to Cultural Arts Area

Visual Arts

The competence factor results on visual arts items indicated an inverse relationship between family income and the child's perception of his (or her) competence. For example, in response to the question, "Do you draw pretty pictures?", 64 percent of the children whose family income was less than $3,000 answered "yes," while 54 percent of the children whose family income was between $3,000 and $15,000 and 48 percent whose family income was $15,000 or more answered "yes." Thus, there was a decrease in the percentage of children who believe they draw pretty pictures as the family income increased.

Music

An inverse relationship also existed between the percentage of children with positive answers about their competence in music and the level of their parents' education. For example, when asked "Are you a good singer?", 39 percent of children whose family income is below $3,000 answered "yes," 32 percent of the children whose family income was $3,000 to $15,000 answered "yes," and 35 percent of the children whose family income was over $15,000 answered "yes."

Speech/Drama/Poetry

Thirty-two percent of the questioned third-grade children believed they were good actors. Thirty percent of children from medium family incomes answered "yes" when asked, "Are you a good actor?", while 39 percent and 38 percent of children from low and high family incomes respectively

answered "yes." Thus, it might be concluded that children from families of medium incomes have a less positive perception of themselves in drama than do children of low or high family incomes.

Dance

Almost half (49 percent) of all the sampled children believed they could dance without music. Forty-six percent of the children of low income families saw themselves as good dancers, while only 29 percent and 25 percent of the children from medium and high family incomes perceived themselves as good dancers.

Teacher/Principal Interest

State and Regional Results

Half of the students in the state sample were unsure whether their principals and teachers enjoy the arts. Forty percent of the state sample felt that their teachers and principals were interested in the arts, while 10 percent felt that their teachers and principals did not enjoy the arts.

The three regions showed roughly the same pattern as the state sample in regard to students' perceptions of their principals' and teachers' interest in the arts. However, there was a small tendency for Coastal Plains students to feel more strongly than students in the other two regions that their teachers and principals like the arts. Forty-two percent of the students in the Coastal Plains reported that their teachers and principals enjoyed the arts, as compared to 39 percent in the Piedmont and 36 percent in the Mountains.

Results According to Race and Sex

Blacks felt more strongly than whites that their principals and teachers were interested in the arts. Fifty-two percent of the black males, 46 percent of black females, 37 percent of white males, and 35 percent of white females felt that their teachers and principals enjoyed art activities. While negative responses to questions about teacher/principal interest were fairly close for all four race-by-sex groups (from eight to 13 percent of each group), the percentages of "not sure" responses differed greatly. Black males were the least uncertain about the artistic interest of their teachers and principals, with 35 percent of black males

choosing the "not sure" option. White females were the most unsure of their teachers' and principals' enjoyment of the arts, with 56 percent of white females indicating they were not sure.

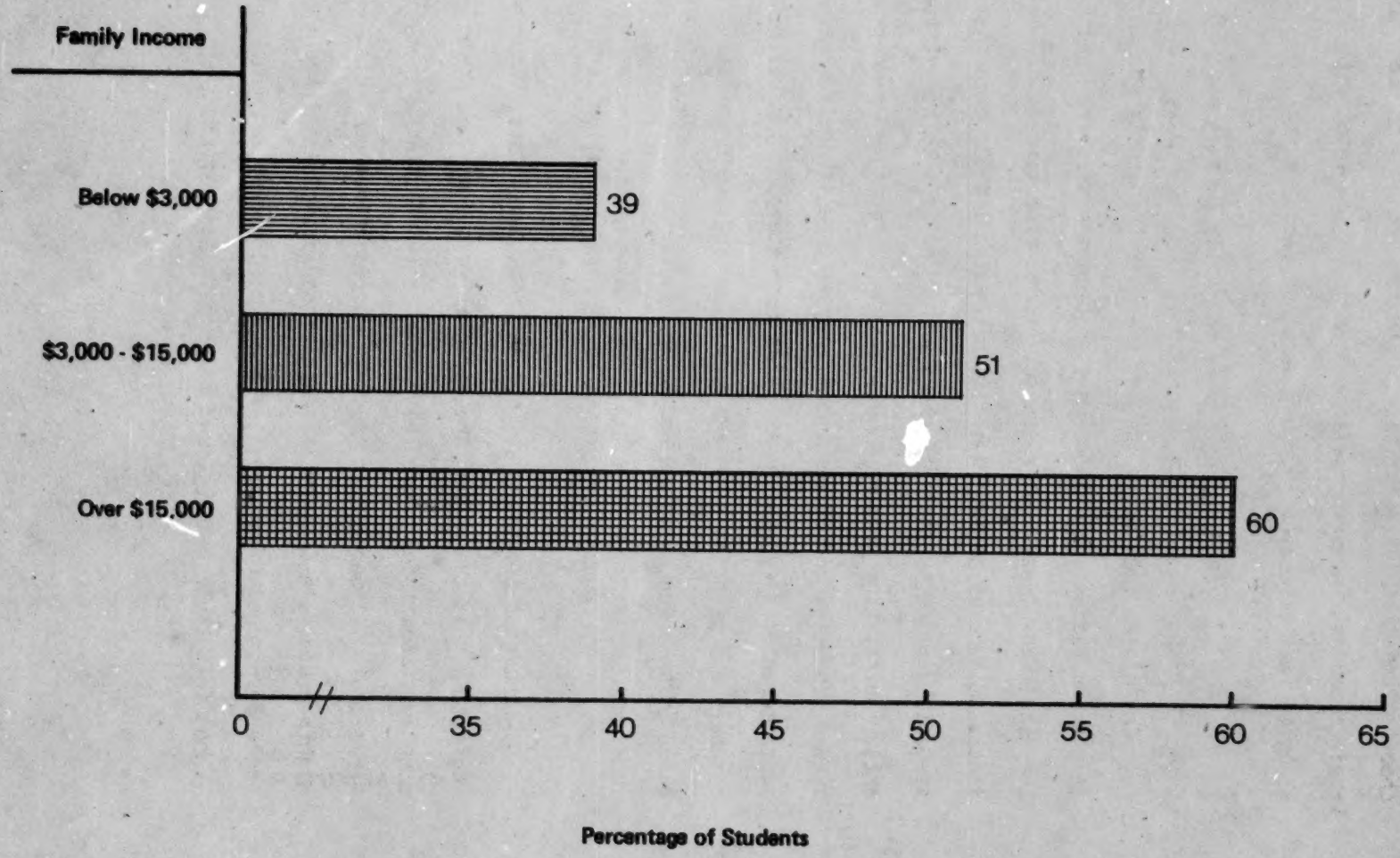
Results According to Family Income Level

The higher the family income, the less frequently the students felt that their teachers and principals enjoyed the arts and the more frequently they chose the "not sure" response. Forty-nine percent of low-income students, 38 percent of middle-income students, and 33 percent of high-income students considered their teachers and principals to be interested in the arts. Thirty-nine percent of low-income students, 51 percent of middle-income students, and 60 percent of high-income students were unsure. The percentages of students in the three income groups indicating that their teachers and principals did not enjoy the arts were small and relatively close (from seven to 11 percent).

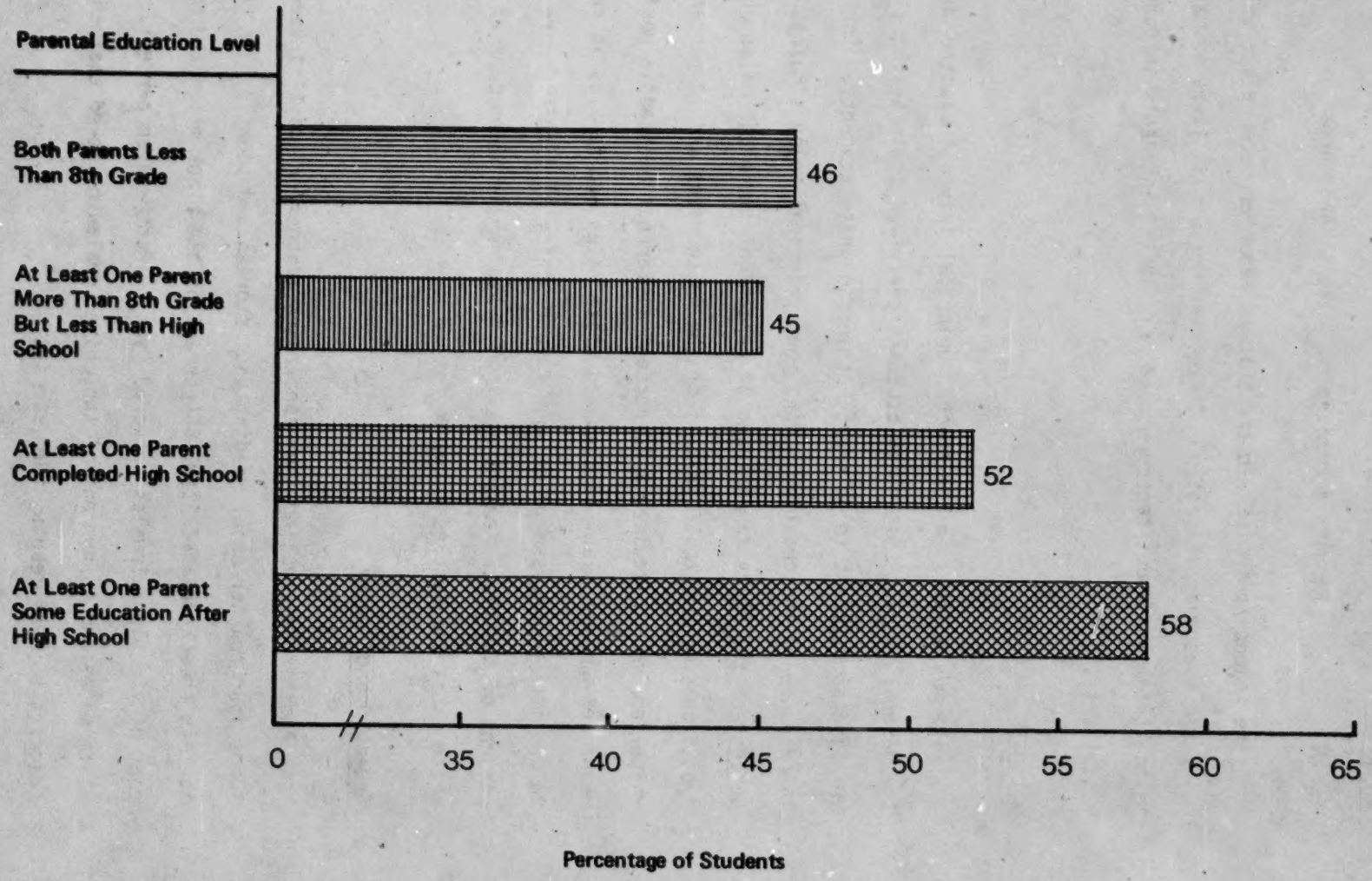
Results According to Parental Education Level

Although the pattern was not entirely consistent, there was a trend indicating that the higher the parental education level, the less frequently students felt that their principals and teachers enjoyed the arts. For example, 41 percent of students whose parents completed less than eighth grade felt that their teachers and principals liked the arts, while 34 percent of students with at least one parent educated beyond high school felt their teachers and principals enjoyed the arts.

STUDENT UNCERTAINTY ABOUT TEACHERS' AND PRINCIPALS' CULTURAL ARTS INTERESTS BY FAMILY INCOME



STUDENT UNCERTAINTY ABOUT TEACHERS' AND PRINCIPALS' CULTURAL ARTS INTERESTS BY PARENTAL EDUCATION LEVEL



Results According to Cultural Arts Area

The teacher/principal interest items reported here relate only to music and speech/drama/poetry. There were not enough items to make definite statements about teachers' and principals' interests in dance and visual arts.

Music

The music items in the teacher/principal interest cluster supported the general finding that black students perceived their teachers' and principals' interest to be greater than did white students. For example, in response to the question, "Does your principal enjoy singing?", 26 percent of the black females and 30 percent of the black males answered "yes," as compared to 15 percent of the white males and 13 percent of the white females. Likewise, a 20-percent difference existed in positive responses between black females and white males and females in response to the item which asks "Does your teacher enjoy singing?". Here, 63 percent of the black females answered "yes," while 43 percent of both white males and females answered "yes."

Speech/Drama/Poetry

Another interesting item concerning teacher/principal interest was, "Does your teacher enjoy reading you stories and poems?". In response to this speech-related item, 66 percent of the black males and 62 percent of the black females answered "yes." Forty-seven percent of the white males and 45 percent of the white females believed that their teachers enjoyed reading them stories.

Contact with Artistically-Involved Persons

State and Regional Results

With the exception of seeing plays and puppet shows at school, most of North Carolina's third graders reported relatively little contact with a person who engages in the arts (musician, actor, singer, dancer, sculptor, etc.). In the state as a whole, students reported contacts with practitioners in the combined visual arts and music area more often than in the combined dance and speech/drama/poetry area. An average of 44 percent of the students reported contacts with visual artists and musicians, while 38 percent reported contacts with practitioners in dance or speech-related arts.

There were no large regional differences in the amount of reported contact students had with artists in various fields. Although the regional differences were slight, third graders from the Coastal Plains reported less contact with visual artists or musicians (42 percent) than did third graders in the Piedmont (46 percent) or the Mountains (45 percent).

Results According to Race and Sex

Although there was not a wide range of reported artistic contacts among the four race-by-sex groups, black males reported slightly more contact with artists in various fields than did students in the other race-by-sex categories. In the combined visual arts and music area, 49 percent of black males, 46 percent of white males, 44 percent of black females, and 42 percent of white females reported contact with artistically-involved persons. Forty percent of black males, 39 percent of

white males, 38 percent of white females, and 36 percent of black females indicated that they had contacts with artists in the combined area of dance and speech/drama/poetry.

Results According to Family Income Level

The differences in responses were slight for the three family income levels. However, high-family-income students slightly more frequently said they had contact with artistically-involved persons than did middle-or low-family-income students. In the combined area of visual arts and music, 47 percent of the high-income students said they had contacts with artists and musicians, while 44 percent of middle-and low-income students reported such contacts. Forty-five percent of high-income students indicated they had seen or associated with artists in the combined field of dance and speech/drama/poetry, as compared to 37 percent of the low-and middle-income groups.

Results According to Parental Education Level

As parental education increased, contact with artists consistently increased in all cultural arts areas. For example, in the combined visual arts and music area, 39 percent of the students whose parents completed less than eighth grade reported contact with artistically-involved persons, as compared to 48 percent of the students whose parents went beyond high school. For dance and speech/drama/poetry, 29 percent of the children with less-educated parents said they had contacts with artists, while 42 percent of the children of highly-educated parents reported such contacts.

Results According to Cultural Arts Area

Visual Arts

When examining the visual arts items related to contact with artistically-involved persons, there seemed to be little overall trend. On some questions a larger percentage of one group responded that they had contact with artistically-involved persons, while on other questions a higher percentage of another group answered that they had such contact. For example, in answer to the question, "Have you ever seen anyone knit?", 85 percent of the children from the Mountains, 84 percent of the children from the Piedmont, and 77 percent of the children from the Coastal Plains answered "yes." When asked "Have you ever seen anyone who drew pictures of people's heads?", 64 percent of the students from the Mountains, 64 percent of the students from the Piedmont, and 67 percent of the children from the Coastal Plains answered affirmatively. In the visual arts area, there were no striking differences in responses for region, race-by-sex category, family income level, or parental education level.

Music

The music item in this cluster asks, "Have you ever talked to a musician or someone who plays music for money?". While there appeared to be no regional difference in the responses to this question, there was a slight percentage difference among race-by-sex groups. The percentages of "yes" responses were: 32 percent of black males, 24 percent of black females, 28 percent of white males, and 21 percent of white females. It is interesting to note that more males than females answered that they had talked to a musician.

As family income increased, there was a decrease in the percentage of third graders who had contact with a musician. Twenty-five percent of the low-income, 26 percent of the medium-income, and 20 percent of the high-income students responded "yes" to this item.

Dance

There were two dance items concerning contact with artistically-involved persons. One item asked the question, "Have you ever talked to someone who was paid for dancing?". Here, there were few regional percentage differences in positive responses (19 percent of the Coastal Plains, 18 percent of the Piedmont, and 15 percent of the Mountain students). On that question, black children answered affirmatively more frequently than did white children (28 percent of the black males, 20 percent of the black females, 14 percent of the white males, and 17 percent of the white females). The percentages of positive responses in the three family income groups were: 14 percent of high-income, 17 percent of medium-income, and 24 percent of low-income students.

Results according to family income were the opposite for the second dance item, "Do you know anyone who takes dance lessons?". Here, positive responses came from 42 percent of the low-income students, 50 percent of the medium-income students, and 64 percent of the high-income students. On that question, education level followed the same pattern, with positive responses from 37 percent of the children whose parents did not complete eighth grade, as compared to positive responses from 63 percent of the children whose parents were educated beyond high school.

Speech/Drama/Poetry

There were five speech/drama/poetry items related to contact with artistically-involved persons. On one item, "Have you ever talked to an actor?", there was a difference of just two percentage points in the positive responses of black males and white males, and there was no difference in the percentage of positive responses of black females and white females. There were no significant differences in responses for parental education levels or family income groups. More whites had seen a clown than had blacks (59 percent of white females, 75 percent of white males, 51 percent of black females, and 60 percent of black males).

As family income increased, the percentage of positive responses increased on the question, "Have you ever seen a real clown?" Positive responses came from 49 percent of low-income students, 64 percent of medium-income students, and 81 percent of high-income students.

A 25-point difference occurred in positive responses among the family income groups on the question, "Have you ever gone somewhere just to see people act out a story (play)?". Thirty-five percent of the low-income students, 39 percent of the medium-income students, and 60 percent of the high-income students responded affirmatively.

Likewise, as parental education increased, the percentage of positive responses to that question also increased. Positive responses were given by 29 percent of students whose parents did not complete eighth grade, 35 percent of students whose parents completed more than eighth grade but less than twelfth grade, 41 percent of students whose parents finished high school, and 51 percent of students whose parents were educated beyond high school.

It is important to note that although striking differences have been expressed here, these are isolated items which may not be representative of the entire cluster under discussion.

Feelings about the Arts

State and Regional Results

Almost two-thirds of the 2,500 third graders reported positive feelings about music, the visual arts, dance and speech/drama/poetry. Only 13 percent were not sure how they feel, and 20 percent had negative feelings.

The third graders' feelings about the arts did not vary widely according to which region they live in, but slightly more students from the Coastal Plains area reported positive feelings than did the students from the Mountains and Piedmont. In the area of visual arts and music, 66 percent of the students in the Coastal Plains, 65 percent of the children from the Piedmont, and 63 percent of the Mountain students had positive feelings.

For the areas of dance and speech/drama/poetry, the percent of children with positive responses for the three regions were: 67 percent for the Coastal Plains, 65 percent for the Piedmont, and 60 percent for the Mountains.

Results According to Race and Sex

Females reported better feelings about the cultural arts than did males. In the combined area of visual arts and music, positive feelings were reported by 69 percent of the white females, 68 percent of the black females, 65 percent of the black males, and 61 percent of the white males. A very similar pattern emerged for the combined field of dance and speech/drama/poetry, with positive feelings expressed by 68 percent of both black and white females, 66 percent of black males, and 60 percent of white males.

Fewer white males felt positively about the arts than did black males, but the percent of negative responses (about 25 percent) was the same for both groups of males in all four areas of the arts. More of the white males were unsure of their feelings than any other race-by-sex groups.

Results According to Family Income

In the areas of music and visual arts, more children from families with low incomes (70 percent) reported enjoyment than did medium-income (65 percent) and high-income children (59 percent). The high-income children did not, however, report more negative feelings; instead they were not sure how much they enjoy the visual arts and music. For the cultural arts area of dance and speech/drama/poetry, the differences in response were not as great for the three income groups, although slightly more of the low-income children reported positive feelings. Sixty-seven percent of low-income children had positive feelings toward dance and speech/drama/poetry, while 64 percent of high-income children expressed positive feelings toward those cultural arts areas.

Results According to Parental Education

The educational attainment of the third graders' parents showed little relationship to childrens' feelings about the cultural arts. Nonetheless, slightly fewer children having parents educated beyond high school (61 percent) reported positive feelings toward music and the visual arts than did children whose parents had twelve years of education (66 percent), attended some high school (67 percent), or had only a grammar school education (66 percent). For dance and speech/drama/poetry, the trend was

reversed. Sixty-one percent of the children whose parents completed eight years of school or less reported positive feelings, while about 65 percent of the other three groups of children reported positive feelings.

Results According to Cultural Arts Area

Visual Arts

There were two visual arts items which concerned the students' feelings about the arts. One item asked, "Do you feel shy (embarrassed) when someone asks you to draw something?". On that question there were slight percentage differences in positive responses among the regions (26 percent of the Mountains, 24 percent of the Piedmont, and 23 percent of the Coastal Plains).

However, among family income groups there was a range of 13 percentage points in positive responses on the same item. The lower the family income, the more frequently the students answered that they felt embarrassed when asked to draw something. Affirmative responses for that item came from 27 percent of the low-income group, 25 percent of the medium-income group, and 14 percent of the high-income group.

Music

There were very few regional differences in responses to the items concerning the students' feelings regarding music. However, it is interesting to note that there was a ten-percentage-point range on one of the items. This item asked, "Do you feel like singing along when you hear music or a record?". On that question, 78 percent of the Piedmont students, 77 percent of the Coastal Plains students, and 68 percent of the Mountain students responded positively.

Over half of the white students answered that they felt shy or embarrassed when asked to sing. Fifty-nine percent of the white females and 52 percent of the white males answered that they felt shy or embarrassed when they were asked to sing, while 44 percent of the black females and 42 percent of the black males answered that they felt that way.

Items pertaining to the students' musical enjoyment produced interesting results. One of these items asked, "Do you like the kind of music you sing at school?" On that question 76 percent of low-income students, 66 percent of middle-income students, and 58 percent of high-income students responded positively. As indicated by these results, the lower the family income, the more the children seemed to like the kind of music sung at school.

The same pattern of responses for family income groups was repeated on other items. For example, another item asked, "Do you like the music book your class uses?". On that question, 82 percent of low-income students, 71 percent of middle-income students, and 62 percent of high-income students answered that they liked the classroom music books.

Dance

There were several definite trends which resulted on the items pertaining to feelings about dancing.

One trend was that Coastal Plains students generally responded more positively than Piedmont or Mountain students. To the question, "Do you feel good (happy) when you are dancing?", positive responses came from 65 percent of the Coastal Plains students, 61 percent of the Piedmont students, and 51 percent of the Mountain students. On the question, "Do you feel like moving when you hear music?", 66 percent of the Coastal Plains students, 61 percent of the Piedmont students, and 53 percent

of the Mountain students answered affirmatively. More students from the Mountains (58 percent) answered that they were shy or embarrassed when asked to dance than did the students from the Coastal Plains (48 percent) or from the Piedmont (52 percent).

A second trend was that black children showed more positive feelings toward dancing than did white children. A greater percentage of black children than white children reported feeling happy while dancing, feeling unembarrassed when asked to dance, and wishing to move to the rhythm of the music.

In response to the question, "Do you feel good (happy) when you are dancing?", 72 percent of black males, 75 percent of black females, 65 percent of white males, and 46 percent of white females answered positively.

Thirty-seven percent of the black males, 40 percent of the black females, 58 percent of the white males and 56 percent of the white females responded that they felt shy or embarrassed when asked to dance.

Sixty-seven percent of black males, 76 percent of black females, 48 percent of white males, and 66 percent of white females reported that they wanted to move in time with the music's rhythm.

A third trend was that as family income and parental education level rose, negative feelings toward dancing increased. More embarrassment about dancing occurred at the higher family income and parental education levels. Embarrassment about dancing was reported by 45 percent of the students whose parents completed less than eighth grade, as compared to 53 percent of the students whose parents were educated beyond high school.

Forty-four percent of low-income students, 53 percent of middle-income students, and 52 percent of high-income students expressed embarrassment about dancing.

Speech/Drama/Poetry

The Mountain students answered less positively than did the Coastal Plains and Piedmont students on the items dealing with feelings toward speech/drama/poetry.

For example, 57 percent of the Mountain students reported that they enjoyed the kinds of plays and stories acted out in class, while 65 percent of the Piedmont students and 68 percent of the Coastal Plains students said they enjoyed them.

When asked if they enjoyed speaking in front of the class, 48 percent of the Coastal Plains students, 46 percent of the Piedmont students, and 33 percent of the Mountain students answered affirmatively.

The black students repeatedly answered more positively than white students when asked their feelings concerning speech/drama/poetry. For example, 51 percent of the black males and 48 percent of the black females enjoyed speaking or telling stories in front of the class, while 46 percent of the white females and 39 percent of the white males enjoyed this activity.

Although it was a small difference, white girls surpassed the other groups in one item: "Do you feel good (happy) when you make up a story, poem, or song?". On that question, 67 percent of the white females, 66 percent of both the black males and black females, and 59 percent of the white males answered positively.

There were no consistent trends for parental education level and family income on questions dealing with children's feelings toward speech/drama/poetry.

In-Class Experiences

State and Regional Results

In the state sample, 62 percent of the students indicated that they participated in various in-class visual arts activities, followed by 50 percent participating in speech/drama/poetry activities, 48 percent in music activities, and 35 percent in dance and movement activities. The same ranking (visual arts, first; speech/drama/poetry, second; music, third; and dance, fourth) also appeared on out-of-class arts activities.

In each of the areas (visual arts, music, dance, speech/drama/poetry), there were no large regional differences in the students' responses to questions about which arts activities occur in their school classes. All the regional results were quite similar to the state averages indicated above.

Results According to Race and Sex

Black students responded affirmatively more frequently than white students on questions concerning the occurrence of various visual arts, music, and dance activities in class. In the area of speech/drama/poetry, the pattern was slightly different: 53 percent of the black males answered that various speech-related activities took place in class, followed by 50 percent of the white males and 49 percent of both black females and white females. None of the race-by-sex differences exceeded ten percentage points. An interesting result is that black males consistently reported the in-class occurrence of activities in <u>all</u> cultural arts areas more frequently than did any other race-by-sex group.

Results According to Family Income Level

There were no large differences in the responses of low-family-income, medium-family-income, or high-family-income children on questions about the occurrence of certain music and speech/drama/poetry activities in class. On questions about visual arts and dance activities, as family income increased percentages of positive responses to what is done in class decreased. For example, 67 percent of the low-income students, 62 percent of the middle-income students, and 58 percent of the high-income students reported the occurrence of certain visual arts activities in class. Forty percent of low-income students, 34 percent of middle-income students, and 32 percent of high-income students indicated that they had certain dance activities in class.

Results According to Parental Education Level

When broken down by education level of parents, students' responses to questions about the occurrence of arts activities in class resembled the responses of the overall state sample. That is, children whose parents had less than an eighth grade education generally answered the same way as children with one parent educated beyond high school on questions concerning which cultural arts activities go on in their school classes.

Results According to Cultural Arts Area

Visual Arts

There appeared to be no major regional, race-by-sex, or parental education differences in the responses of children on questions dealing with visual experiences in the classroom.

However, there were several items which provided interesting results

for different family income groups. Seemingly, more children of poorer families perceived the opportunities and materials to be satisfactory than children of higher-income families. For example, in response to the question, "Have you ever used clay to make something at school?", 71 percent of the low-income children, 63 percent of the medium-income children, and 57 percent of the high-income children answered "yes."

Another example of greater positiveness on the part of low-income students occurred on the question, "Does your teacher ever give you drawings to fill in with color?". On that question, 72 percent of the low-income children, 68 percent of the medium-income children, and 58 percent of the high-income children responded positively.

Low-income students were again more positive than students of other income groups on a question which concerned seeing pictures by great artists. Over half of the low-income children (51 percent) said that their classes had seen pictures done by great artists, while 31 percent of the medium-income children and only 17 percent of the high-income children said their classes had.

On the whole, third graders responded favorably to activities and materials provided by their schools in the visual arts.

Music

There were no consistent regional differences reported for in-school music activities. For example, more children from the Coastal Plains (73 percent) said that they have looked at art books in their library than did children from the Piedmont (67 percent) or the Mountains (54 percent). When asked if their teacher put up students' pictures for

others to see, 44 percent of the Piedmont students, 38 percent of the Coastal Plains students, and 34 percent of the Mountain students answered positively. As seen in the above examples, no single region showed more consistent positiveness than the other regions on questions about in-class music activities.

On questions about classroom music activities, black students answered affirmatively more frequently than did white students. For example, 44 percent of the black males and 39 percent of the black females said that they read music books in their library, while 26 percent of the white females and 25 percent of the white males answered positively. Also, when asked if they had seen the "Granny Show" on television, 79 percent of the black females and 78 percent of the black males responded positively, as compared to 63 percent of the white females and 61 percent of the white males.

The most distinct sex difference was that more males than females reported that they had made musical instruments (54 percent of black males, 49 percent of white males, 45 percent of black females, and 41 percent of white females).

There were no definite patterns in responses about classroom music activities when analyzed by parental education and family income. However, the results of some individual items were interesting. For example, in answer to the question, "Have you ever played an instrument at school?", positive responses were given by 69 percent of children whose parents did not complete the eighth grade, 75 percent of the children whose parents' education was between the eighth and twelfth grades, 77 percent of the children whose parents completed high school and 80 percent of the children whose parents' education was beyond the

twelfth grade. Here, involvement with musical instruments in the classroom increased as parental education level increased.

The family income results of two items appeared to be interesting. Both items indicated a decrease in positive response as family income increased. One item asked if the student had seen the "Granny Show." On that item, 74 percent of the low-income children, 67 percent of the medium-income children, and 56 percent of the high-income children answered positively. Likewise, 39 percent of the low-income children, 29 percent of the medium-income children, and 21 percent of the high-income children said that they read music books in their library. Results of other items showed more positive responses for higher-income children than for lower-income children. The salient finding was that family income did not dictate the amount of involvement in musical activities in the class.

Dance

Although results showed classroom dancing activities were minimal, there were some interesting responses to questions about in-class dancing. For example, on the question, "Do you like the kind of dances you do at school?", 47 percent of the Coastal Plains students, 45 percent of the Piedmont students, and 36 percent of the Mountain students answered positively. On the same question, over half of the black students responded positively (51 percent of the black males and 53 percent of the black females), while 46 percent of the white females and 36 percent of the white males answered affirmatively. Positive responses to that question came from 55 percent, 43 percent, and 41 percent of low-, medium-, and high-income children respectively.

Thus, Coastal Plains children, black children, and children of low-income families reported that they liked dancing in school more than the other children in the sample.

In all of the race-by-sex groups, few children felt they were exposed to square dancing (24 percent of the black males, 21 percent of the black females, 19 percent of the white females, and 17 percent of the white males).

Speech/Drama/Poetry

There was very little regional variation in the classroom activities in the speech/drama/poetry area. Although race differences were not clear-cut, more white students than black students reported that they had seen movies at school (80 percent of both white males and females, 74 percent of the black males, and 68 percent of the black females). More black students than white students reported that they had dressed for plays and skits (32 percent of the black females, 30 percent of the black males, 21 percent of the white females, and 20 percent of the white males). Children of families with incomes over $15,000 answered positively more frequently than other family income groups when asked questions pertaining to writing poems, making scenery, acting at school, and seeing movies at school. However, children of low-income families said they often made up poems to express emotion, made costumes, and dressed for skits and plays.

TABLE 8

PERCENTAGE OF POSITIVE RESPONSES BY FAMILY INCOME LEVEL
ON QUESTIONS REGARDING OCCURRENCE OF
IN-CLASS SPEECH/DRAMA/POETRY ACTIVITES

In-Class Activity	Percentage of Positive Responses by Family Income Level		
	Low Family Income	Medium Family Income	High Family Income
Writing Poems	62%	68%	71%
Making Scenery for Plays	25%	26%	45%
Acting at School	34%	29%	44%
Seeing Movies at School	69%	78%	84%
Writing Poems to Express Emotion	37%	29%	25%
Making Costumes for Plays	28%	19%	19%
Dressing for Skits and Plays	32%	22%	20%

Comment on In-Class Experiences

Although one child's cultural activities at school might be the same as another child's, the first child's interpretation of his experience may be very different from that of the second child. The teacher may be the same, the books may be identical, records may be the same, and the movies in the library may be shown to all. However, the filter through which one child sees each situation may be totally different from that of another child. This is a function of his background and the reservoir of ideas used to interpret his school activites as well as his total life.

Out-of-Class Experiences

State and Regional Results

In the state sample, 59 percent of the students indicated that outside of class they participated in visual arts activities, while 56 percent reported participation in speech/drama/poetry activities, 46 percent in music activities, and 33 percent in dance activities. The same pattern of participation occurred for in-class arts activities: visual arts, first; speech/drama/poetry, second; music, third; and dance, fourth.

Regional results resembled state results on questions related to students' out-of-class arts activities. The differences in response among regions were negligible.

Results According to Race and Sex

Race, sex, and race-by-sex differences occurred in all cultural arts areas in terms of out-of-class activities, though these differences did not follow the same pattern in all areas. In visual arts and in speech/drama/poetry, white students appeared to have more out-of-class activities than black students. The reverse occurred in dance: more black than white students indicated participation in dance activities outside of school. However, there was no clear race difference in out-of-school music activities: 50 percent of black males, 47 percent of white females, 46 percent of black females, and 43 percent of white males reported participation in music activities outside of school.

Results According to Family Income Level

In the areas of music and dance, there were no distinct trends apparent when the students' responses were analyzed according to three different family income levels. However, clear trends appeared for family income groups in the areas of visual arts and speech/drama/poetry. The higher the family income, the more the students reported participation in out-of-class activities in the visual arts and in speech/drama/poetry. Fifty-two percent of the low-income students, 59 percent of the middle-income students, and 68 percent of the high-income students indicated participation in visual arts activities outside of school. Fifty-one percent of the low-income students, 56 percent of the middle-income students, and 65 percent of the high-income students reported participation in out-of-class activities in speech/drama/poetry.

Results According to Parental Education Level

When students' responses were broken down by levels of parental education, trends occurred in all the arts areas except dance. There was a slight trend for children of better-educated parents to participate in out-of-class music activities. For example, there was a difference of five percentage points between the lowest and the highest parental education level on positive responses to questions about music activities outside of school. The same trend appeared, but was much more pronounced, for out-of-class activities in the visual arts and in speech/drama/poetry. The difference between lowest and highest parental

education level on positive responses in visual arts (out-of-class) was 17 percentage points. In speech/drama/poetry there was a difference of 19 percentage points on positive responses between lowest and highest parental education levels.

Results According to Cultural Arts Area

Visual Arts

Over five percent more females than males reported drawing at home. More black students said they had been to art museums than did white students. White students, on the other hand, answered that they had a coloring book at home, had seen home movies, had visited the ocean, and had been on a mountain more often than black students. However, white males said they colored pictures at home less frequently than did the other groups.

Music

Third graders whose parents have low incomes and less education seemed to enjoy music outside of school more than other third graders. For example, when asked the question, "Do you listen to singing on the radio, T.V., or records every day after school?", 46 percent of the high-income students, 54 percent of the medium-income students, and 61 percent of the low-income students answered "yes" (a decrease of 15 percent from high to low family income). It also appeared that children of low family incomes or whose parents have had little education engaged in musical activities away from school more often that did other children. To illustrate this, the following table indicates the children's response to the

item which asks, "Do you sing often with your parents or other older people at your home?".

TABLE 9

PERCENTAGE OF CHILDREN SINGING WITH OLDER PEOPLE AT HOME, AS RANKED BY PARENTAL EDUCATION LEVEL

Parental Education	Percentage of Children with Positive Responses
Both parents less than 8th grade	47%
At least one parent more than 8th grade but less than high school	40%
At least one parent finished high school	41%
At least one parent had some education beyond high school	35%

For this item, the pattern of positive responses also decreased as family income increased, as is evident in the following table:

TABLE 10

PERCENTAGE OF CHILDREN SINGING WITH OLDER PEOPLE AT HOME, AS RANKED BY LEVEL OF FAMILY INCOME

Family Income	Percentage of Children with Positive Responses
Low	50%
Medium	39%
High	36%

Another item, "Do you sing with your friends after school?", received a similar response. As family income increased from low to high, the percentage of positive responses decreased by 23 percent. However, more upper-income children reported having the opportunity to play musical instruments.

Children whose family's income was less than $3,000 or whose parents had little formal education listened to singing on the television, records, and radio after school more than did other children. Also, children of less-educated parents enjoyed singing after school with friends and family more than did other children. Black children seemed to enjoy singing more than white children.

Students whose family income was over $3,000 or children of better-educated parents had played instruments more frequently after school, played their personal records and tapes more frequently on their own record player or cassette, and visited the music stores more frequently than children of low family incomes or children of less-educated parents.

More white than black students stated they had their own records or tapes, but more black than white students said they sang after school with friends and family. A smaller percentage of white females stated they had attended concerts, although more than 30 percent of any race-by-sex group said they had done so.

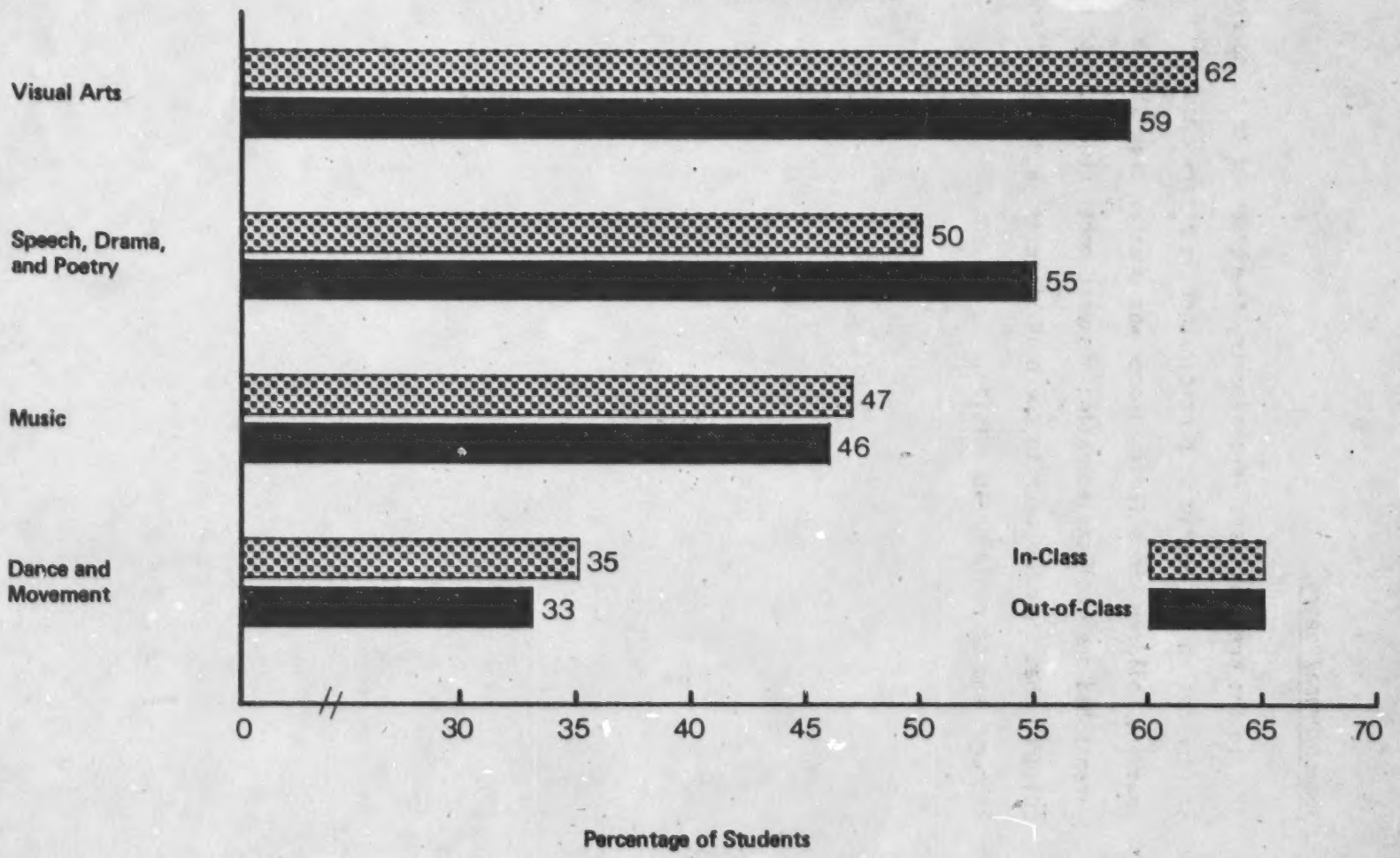
Dance

Four groups of North Carolina's third graders reported more dancing activities after school than other groups: (a) children from the Coastal Plains, (b) children whose family incomes are low, (c) children whose parents have less education, and (d) black children.

Speech/Drama/Poetry

In the area of speech/drama/poetry there seemed to be no regional differences in the degree of participation in after-school activities. However, children whose family income was greater than $15,000 and whose parents had some college education answered more frequently than other children that they had been to the book store, to a movie, to the public library, and on radio or television.

STATEWIDE PERCENTAGE OF STUDENTS REPORTING OCCURRENCE OF IN-CLASS AND OUT-OF-CLASS ACTIVITIES IN CULTURAL ARTS AREAS



Artistic Preferences

State and Regional Results

The sampled students were asked several questions beginning with "Would you like..." to determine their artistic preferences. Half of those third graders had a desire to pursue the combined area of visual arts and music, but only 39 percent had strong preferences about dance and speech/drama/poetry. No real differences were discernible among children from different regions of the state. Coastal Plains children (51 percent for music and visual arts and 41 percent for dance and speech/drama/poetry) had slightly stronger preferences than the children from the Mountain and Piedmont areas, but this difference amounted to less than five percent.

Results According to Race and Sex

Black third graders showed stronger preferences for all four areas of the cultural arts than did white third graders. In the combined area of visual arts and music, 55 percent of the black females, 58 percent of the black males, 49 percent of the white females, and 47 percent of the white males stated a strong preference. In dance and speech/drama/poetry, 43 percent of the black females, 44 percent of the black males, 40 percent of the white females, and 35 percent of the white males showed strong desires. White females were less certain about their preferences than the other groups.

Results According to Family Income

More low-income children (57 percent) reported they would like to pursue visual arts and music than middle-and high-income children (50 and 44 percent). The upper-income group was less certain and more negative than the other income groups in expressing artistic preferences in visual arts and music. Generally, the same pattern existed for artistic preferences in dance and speech/drama/poetry, but the differences were not as great.

Results According to Parental Education

In the combined area of visual arts and music, the children whose parents did not complete high school displayed slightly stronger preferences than children whose parents completed high school or went to college (53 percent as compared to 50 percent and 45 percent). No conclusive results could be drawn about the preference of third graders for dance and speech/drama/poetry.

Results According to Cultural Arts Areas

Visual Arts

Large differences according to region, race-by-sex, family income and parental education occurred in response to the question, "Would you like to take some crayons and paper home with you?". On that item, regional percentages of positive responses were 77 percent for the Piedmont, 76 percent for the Coastal Plains, and 69 percent for the Mountains. This was the largest regional difference in the responses dealing with preferences in the visual arts.

Results of the same item by race and sex showed that 85 percent of the black females, 84 percent of the black males, 75 percent of the white females, and 68 percent of the white males answered positively.

On the same question, there was a very large range in the percentage of positive responses for family income levels. Positive responses came from 83 percent of the low-income students, 76 percent of the medium-income students, and 64 percent of the high-income students.

There was also a decrease in positive responses to this question as parental education increased.

These results did not necessarily indicate that black children or less-advantaged children were more interested than other children in art activities at home. Perhaps many (or most) of the black children and the less-advantaged children did not have crayons at home, while many (or most) of the white children and the more-advantaged children had crayons of their own.

Another question evoked large response differences for various racial groups, family income levels, and parental education levels. It was, "Would you like to be an artist when you grow up?". On that question, over half of the black males (52 percent) answered positively, while less than a third of the white males (30 percent) responded affirmatively. There was also a seven-percent difference between black females and white females in terms of positive responses to that item (44 percent and 37 percent respectively).

On the same item, there was a decrease in positiveness as family income increased. Forty-nine percent of the low-income students, 37 percent of the medium-income students, and 31 percent of the high-

income students said they would like to be artists. Although there was not a completely consistent pattern of responses by parental education level, there was a general decrease in the desire to be an artist as parental education level increased.

Other than those two items, the differences were minimal for visual arts preferences according to region, race-by-sex category, family income level, and parental education level.

Music

There were some enormous regional differences in the musical preferences of North Carolina's third graders. Instead of the Mountains being very different from the other regions (as has occurred in other areas) the Coastal Plains seemed to differ a great deal from the Mountains and the Piedmont in terms of musical preferences.

For example, there was a 32-percent difference in positive responses to the question, "Would you like to listen to more records in class?". Seventy-four percent of the Piedmont students, 73 percent of the Mountain students, and 31 percent of the Coastal Plains students responded positively.

Another example of large regional differences is the pattern of responses to the question, "Would you like to be a musician when you grow up?". On that question, 66 percent of the Coastal Plains students, 30 percent of the Piedmont students, and 28 percent of the Mountain students answered positively.

Although it was only a small difference, more students from the Coastal Plains than from other regions said they wanted to teach

songs to other students. Forty-eight percent of the Coastal Plains students, 43 percent of the Piedmont students, and 34 percent of the Mountain students answered positively. Black children were more interested in singing songs than were white children. For example, 42 percent of the black females, 41 percent of the black males, 33 percent of the white females, and 26 percent of the white males would like to sing solos at school.

Another example of racial differences existed in the responses to the question, "Would you like to teach all the students a song you know?". On that question, 60 percent of the black females, 54 percent of the black males, 41 percent of the white females, and 34 percent of the white males answered positively.

It is important to note that there was not only a race difference in response, but there was also a sex difference: females expressed more affinity for music than did males.

Dance

There were no striking regional differences on the dance preference items. When examining race-by-sex differences, the major finding was that white males preferred dancing less than any other race-by-sex group. For example, on the question, "Would you like to be a dancer when you grow up?", 47 percent of the black females, 29 percent of the white females, 27 percent of the black males, and eight percent of the white males answered positively. A greater percentage of white males stated that they could dance as much as they wanted to at school (26 percent) than white females (15 percent), black females (14 percent) or

black males (18 percent). There were no trends in dance preferences when analyzed by family income or parental education level.

Speech/Drama/Poetry

There were no consistencies in speech/drama/poetry preferences when broken down by region, race-by-sex, parental education, and family income. However, there were interesting results on isolated items. For example, half of the students whose parents were educated beyond high school answered that they spent enough time at school creating poems, songs, or stories, as compared to 39 percent of the children whose parents did not complete eighth grade, 48 percent of the children whose parents completed the eighth grade but not the twelfth grade, and 45 percent of the children whose parents completed just high school.

On the whole, the students indicated they would like their teachers to read more poems and stories to them. However, low-income children (80 percent) expressed this desire more often than did children of medium incomes (74 percent) or high incomes (69 percent).

Exposure to Art-Related Objects

State and Regional Results

The state sample of third graders were questioned as to their exposure to different types of musical instruments, dances, books, and objects pertaining to the cultural arts. Almost two-thirds of the students reported exposure to objects in the visual arts and music, but less than half (46 percent) had been exposed to objects pertaining to dance and speech/drama/poetry. Forty-one percent said they had never been exposed to things related to dance and speech/drama/poetry. No regional patterns were discovered.

Results According to Race and Sex

Some subtle differences existed on exposure to artistic objects when the children were grouped by race and sex. More white females (about 15 percent) were not sure whether they had been exposed to objects and types of art, while approximately ten percent of the males and black females reported uncertainty. Males reported more exposure than did females to objects in the visual arts and music: 64 percent of black males, 66 percent of white males, 59 percent of black females, and 62 percent of white females reported exposure to objects in visual arts and music. Clear differences in exposure were not apparent in the combined area of dance and speech/drama/poetry.

Results According to Family Income Level

A direct relationship existed between a child's exposure to artistic objects and the level of his family's income. In visual arts and music,

61 percent of the low-income children, 63 percent of the medium-income children, and 69 percent of the high-income children reported exposure to art-related objects. The trend was the same for exposure to artistic objects in dance and speech/drama/poetry, with 44 percent of the low-income, 48 percent of the medium-income, and 63 percent of the high-income students reporting familiarity with some artistic objects.

Results According to Parental Education Level

The level of educational attainment of the third grader's parents also influenced how exposed he was to artistic objects. For the visual arts and music, the percent of students reporting exposure to objects increased as the parents' formal education level increased: 59 percent, 60 percent, 63 percent, and 67 percent. Although exposure to objects in dance and speech/drama/poetry was much less, the same pattern emerged. Thirty-eight percent of the children with poorly-educated parents and over half (52 percent) of the children whose parents were educated beyond high school reported exposure to artistic objects in dance and speech/drama/poetry.

Results According to Cultural Arts Area

Visual Arts

More white students than black students reported exposure to art supplies. In contrast, more black students than white students said they had looked at art books and told stories with pictures. Race-by-sex percentage of positive responses on questions dealing with art supplies are presented in the following table.

TABLE 11

PERCENTAGE OF CHILDREN WHO HAVE TOUCHED ART SUPPLIES, BASED ON RACE-BY-SEX CATEGORY

Race-by-Sex Category	Type of Art Supplies		
	Water Colors	Finger Paint	Oil Paint
Black Male	57%	71%	32%
Black Female	61%	74%	17%
White Male	76%	85%	44%
White Female	75%	82%	34%

The race-by-sex responses to items pertaining to art books and telling stories with pictures are as follows:

TABLE 12

PERCENTAGE OF CHILDREN WHO HAVE LOOKED AT ART BOOKS OR DRAWN PICTURES TO TELL STORIES, BASED ON RACE-BY-SEX CATEGORY

Race-by- Sex Category	Activity	
	Looked at Art Books	Drawn Pictures to Tell Stories
Black Male	54%	50%
Black Female	48%	51%
White Male	41%	42%
White Female	42%	40%

Music

With exception of one item, there were no striking regional differences in the reported exposure of third graders to music-related objects and materials. One exception was the question, "Have you ever seen a banjo?". Seventy-two percent of the Mountain students, 62 percent of the Piedmont students, and 51 percent of the Coastal Plains students responded positively to that question. Perhaps the banjo is a more integral part of the life style of Mountain students than of students in other regions.

That same question elicited a greater percentage of positive responses from white students than from black students (72 percent of the white males, 61 percent of the white females, 53 percent of the black males, and 41 percent of the black females).

On the same question, 51 percent of low-income children, 60 percent of medium-income children, and 74 percent of high-income children responded positively.

Another question which produced race-by-sex differences asked if the child had seen a trumpet. More males than females responded positively to it (70 percent of the white males, 67 percent of the black males, 56 percent of the white females, and 55 percent of the black females). On this same item, high-income students (74 percent) answered more positively than did middle-income students (62 percent) or low-income students (55 percent).

Most of the children reportedly have touched a piano. Almost all (99.5 percent) of the high-income students, 94 percent of the middle-income students, and 90 percent of the low-income students said they have touched a piano. There was also an increase in positive responses as

parental education increased (86 percent of the students whose parents' education was less than eighth grade, 90 percent of the students whose parents' education was eighth to twelfth grade, 94 percent of the students whose parents completed just high school, and 98 percent of the students whose parents were educated beyond high school).

Overall differences in responses were minimal when analyzed by race, sex, parental education, family income, and region.

Dance

Results showed no regional trends in the third graders' exposure to dance. However, there was one question, "Have you ever seen anyone do a clog dance?", which produced large regional differences in positive-response percentages. Eighteen percent of the Coastal Plains students, 21 percent of the Piedmont students, and 39 percent of the Mountain students answered positively.

There were some sex differences in exposure to dance. For example, on the question, "Have you ever touched ballet shoes?", more females than males answered positively (51 percent of the white females, 41 percent of the black females, 22 percent of the black males, and 20 percent of the white males).

On the ballet-shoes question, there was also an increase in positive responses as the family income increased. Fifty-four percent of the high-income students, 33 percent of the medium-income students, and 28 percent of the low-income students said that they had touched ballet shoes. A similar pattern occurred for parental education levels on the ballet-shoes question.

More black students than white students reported that they had seen a film about art during the year and that they had learned foreign dances. Results by race and sex on these two activities are shown below:

TABLE 13

PERCENTAGE OF POSITIVE RESPONSES ON QUESTIONS DEALING WITH DANCE EXPOSURE, BASED ON RACE-BY-SEX CATEGORY

Race-by-Sex Category	Activity	
	Film About Dancing	Foreign Dances
Black Female	21%	46%
Black Male	27%	40%
White Female	14%	31%
White Male	16%	27%

Speech/Drama/Poetry

Three items dealt with exposure to objects in speech/drama/poetry. There were no regional differences on any of these items.

Results were striking for two of the three items. On the question, "Have you ever seen a spotlight?", more white students than black students responded positively. Also, the higher the parental education level and the higher the family income, the more frequently the students reported that they had seen a spotlight.

On the other item, more males than females responded that they had touched a microphone. Also, as on the preceding item, as parental education and family income increased, positive responses also increased. Results for both of these items are shown on the following page.

TABLE 14

PERCENTAGE OF STUDENTS WHO HAVE SEEN A SPOTLIGHT OR HAVE TOUCHED A MICROPHONE, BASED ON RACE-BY-SEX CATEGORY, PARENTAL EDUCATION LEVEL, AND FAMILY INCOME LEVEL

GROUP		Activity	
		Have Seen a Spotlight	Have Touched a Microphone
Race-by-Sex Category	Black Male	60 %	71 %
	Black Female	49 %	59 %
	White Male	77 %	72 %
	White Female	65 %	65 %
Parental Education Level	Less than 8 years	53 %	54 %
	Between 8 and 12 years	61 %	64 %
	12 years	65 %	67 %
	Beyond 12 years	76 %	74 %
Family Income Level	Low	57 %	62 %
	Medium	66 %	67 %
	High	80 %	76 %

Artistic Interests

The artistic interests cluster mainly measured the degree of reported interest, self-initiation, and self-motivation in the four cultural arts areas. A few items also gauged the amount of reported ability to create original art works. Since this cluster is very heterogeneous, it is difficult to make generalizations about the results. Nevertheless, an attempt has been made below.

State and Regional Results

On items measuring artistic interests, self-motivation and originality, visual arts received the most positive response and dance the least positive response in the statewide sample. In the state sample, 56 percent of the students responded positively to questions about self-motivation in the visual arts, as compared to 32 percent in dance, 43 percent in music, and 45 percent in speech/drama/poetry. A similar pattern of percentages appeared in all three regions. A majority of students in the state sample and in all three regions responded negatively toward questions about self-initiated dance activities.

Results According to Race and Sex

Black students were generally more positive than white students about self-motivated activities in dance, music, and visual arts, while black students and white students were just about equally positive concerning self-initiated activities in speech/drama/poetry. In visual arts, 61 percent of both black males and black females, 55 percent of white females, and 53 percent of white males indicated that they had

strong interests and had initiated their own activities. Forty-two percent of black males and 41 percent of black females said they initiated their own dance activities, as compared to 33 percent of white females and 23 percent of white males. Two-thirds of the white males gave a purely negative response to questions about self-initiated dance activities - one of the highest percentages of negative responses on the entire Cultural Arts Test.

Forty-nine percent of black females, 50 percent of black males, 41 percent of white females, and 39 percent of white males responded positively to questions about self-motivated music activities. The area of speech/drama/poetry showed positive responses from 44 percent of both black females and white females, 43 percent of white males, and 48 percent of black males.

Results According to Family Income Level

Self-motivation and interest in visual arts and dance decreased as family income increased. In visual arts, 61 percent of low-income students, 55 percent of medium-income students, and 53 percent of high-income students indicated that they initiated their own activities. In dance, 39 percent of low-income students, 31 percent of medium-income students, and 28 percent of high-income students responded affirmatively to questions about self-initiated activities. No such income-related patterns occurred in speech/drama/poetry or music.

Results According to Parental Education Level

As parental education level increased, self-initiated activity showed a slight increase in speech/drama/poetry and a slight decrease in visual arts. Forty percent of children with less-educated parents (below eighth grade) responded positively to questions about self-motivation in speech/drama/poetry, as compared to 46 percent of children whose parents were educated beyond high school. Fifty-eight percent of children of less-educated parents and 53 percent of post-high-school-educated parents expressed self-motivation in the visual arts. No such trends appeared for dance or music.

Results According to Cultural Arts Area

Visual Arts

No regional or parental education pattern emerged from the responses to questions about self-motivation in the visual arts.

With the exception of two items, the positive-response percentages of black students were considerably higher than of white students. One of these two exceptions was the question, "Do you do drawings at home?". On that question white females (88 percent) answered positively more frequently than did black females (85 percent), white males (80 percent), and black males (78 percent).

Another interesting question was, "Do you ever color pictures with your friends after school?". While at least half of the black females (57 percent), the black males (51 percent) and the white females (50 percent) answered positively, only 37 percent of the white males answered positively.

Music

One self-motivation music item which produced interesting responses was, "Do you sing with your friends after school?". There was a 10-percent difference in positive responses between the Mountains (19 percent) and the Coastal Plains(29 percent). The percentage of positive responses in the Piedmont (27 percent) was higher than in the Mountains.

On the same item, as the parental education level increased, the percentage of students indicating that they sang after school decreased consistently (32 percent of students whose parents completed less than eighth grade, as compared to 17 percent of students whose parents were educated beyond high school).

Black students repeatedly answered more positively than white students on questions regarding self-initiated music activities and interests.

Dance

There was a definite regional trend in positive responses to questions measuring interest and self-motivation in dancing: Coastal Plains students answered positively most frequently, followed by Piedmont students, and then Mountain students. One exception to this trend was the question, "Does your class ever try to make things with their bodies, like letters of the alphabet or animals?". In response to it, 30 percent of the Mountain students and 26 percent of both the Coastal Plains students and the Piedmont students answered positively.

There were no definite response differences according to race-by-sex category or parental education level on questions concerning self-initiated or creative dance activities.

Speech/Drama/Poetry

Responses to questions about self-motivation in speech/drama/poetry showed no consistent differences attributable to region, race, sex, or parental education.

However, there were a few isolated items which had interesting results. For example, there was an increase in positive responses as the educational level of the parent increased on the question, "Have you written a poem this year?". Positive answers for that question came from 58 percent of children whose parents had less than eight years of education, 66 percent of children whose parents received eight to twelve years of education, 68 percent of the children whose parents completed hign school, and 70 percent of the children whose parents had education beyond high school.

Another interesting question was, "Have you ever painted cardboard to make scenery?". Males affirmatively answered that question more frequently than did females (32 percent of the black males, 31 percent of the white males, 25 percent of the white females, and 22 percent of the black females).

However, it is important to reemphasize that, on the whole, differences were minimal for region, race-by-sex, and parental education on questions dealing with self-initiated speech/drama/poetry activities.

Perceptions

The sampled third graders were asked several questions concerning how they felt about their school, their teachers, their parents, their friends, and themselves. The results are summarized in the following sections.

State and Regional Results

Over half of the students had a favorable perception of parents, teachers, friends, school, and themselves. Eighty-five percent of the students had a good perception of their parents, 70 percent rated teachers highly, 64 percent had a favorable view of their school, and 56 percent had a good perception of their friends. Of special interest was that the third graders' perception of themselves received slightly lower ratings than any of the other four areas: 51 percent had a favorable self-image, 10 percent felt negatively about themselves, and over 38 percent were not sure of their capabilities and feelings.

All three geographic regions showed this same pattern, and the difference in children's responses among the three regions was minimal. The largest difference in perception existed on the items measuring the child's observations about his school, but this difference was not very great: 60 percent of the Mountain children responded positively, while the percentages for the Coastal Plains and Piedmont were 64 and 65.

Results According to Race and Sex

The greatest race difference was found in the area of perception of friends. Fifty-seven percent of the black males reported a favorable

perception of their friends, as compared to 53 percent of the white females and 55 percent of the white males. Another interesting finding was that 68 percent of black males rated their school environment highly, as compared to 63 percent of both black females and white males and 64 percent of white females.

Results According to Family Income Level

When the third graders were grouped according to their families' incomes, the most striking discovery about the students' perceptions was that higher-income children were more unsure of their feelings and perceptions than were the lower-income students. The children from families with high incomes did not, however, have significantly more negative feelings.

Positive responses about school were obtained from 67 percent of the low-income children, 64 percent of the middle-income children, and 60 percent of the high-income children. The same relationship was found between income level and perception of teachers, except that the ratings were over five percent higher for the teacher than for the school.

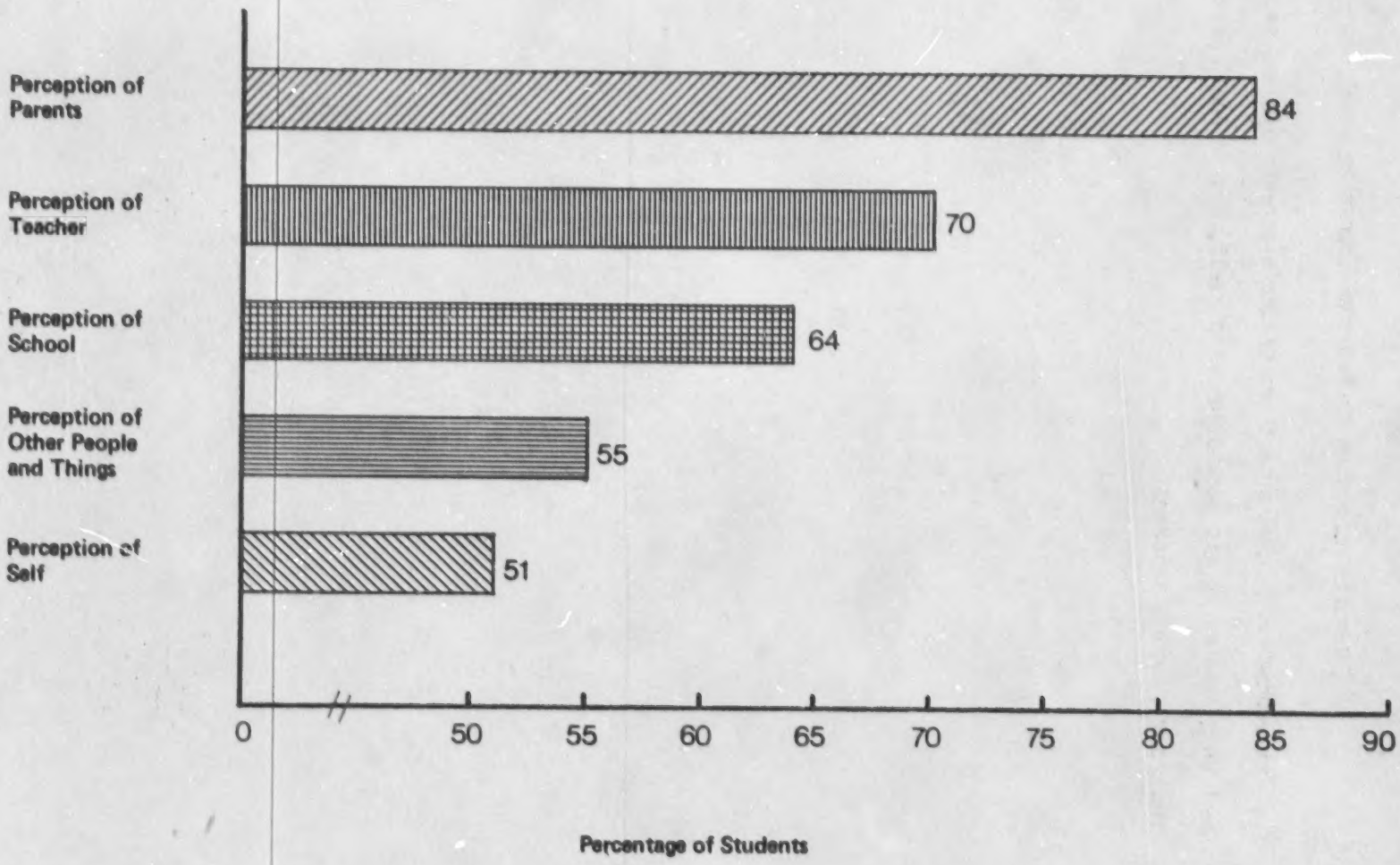
Children from all three family income categories rated their parents highly (83 percent of the low-income, 86 percent of the medium-income, and 85 percent of the high-income students).

Only a slight difference in the child's self-perception occurred among the family income groups. Fifty-two percent of the low-income children reported good feelings about themselves, while the percentages of middle- and high-income children were 50 percent and 49 percent. Friends were perceived favorably by 57 percent of the low-income children, 55 percent of the middle-income children, and 53 percent of the high-income children.

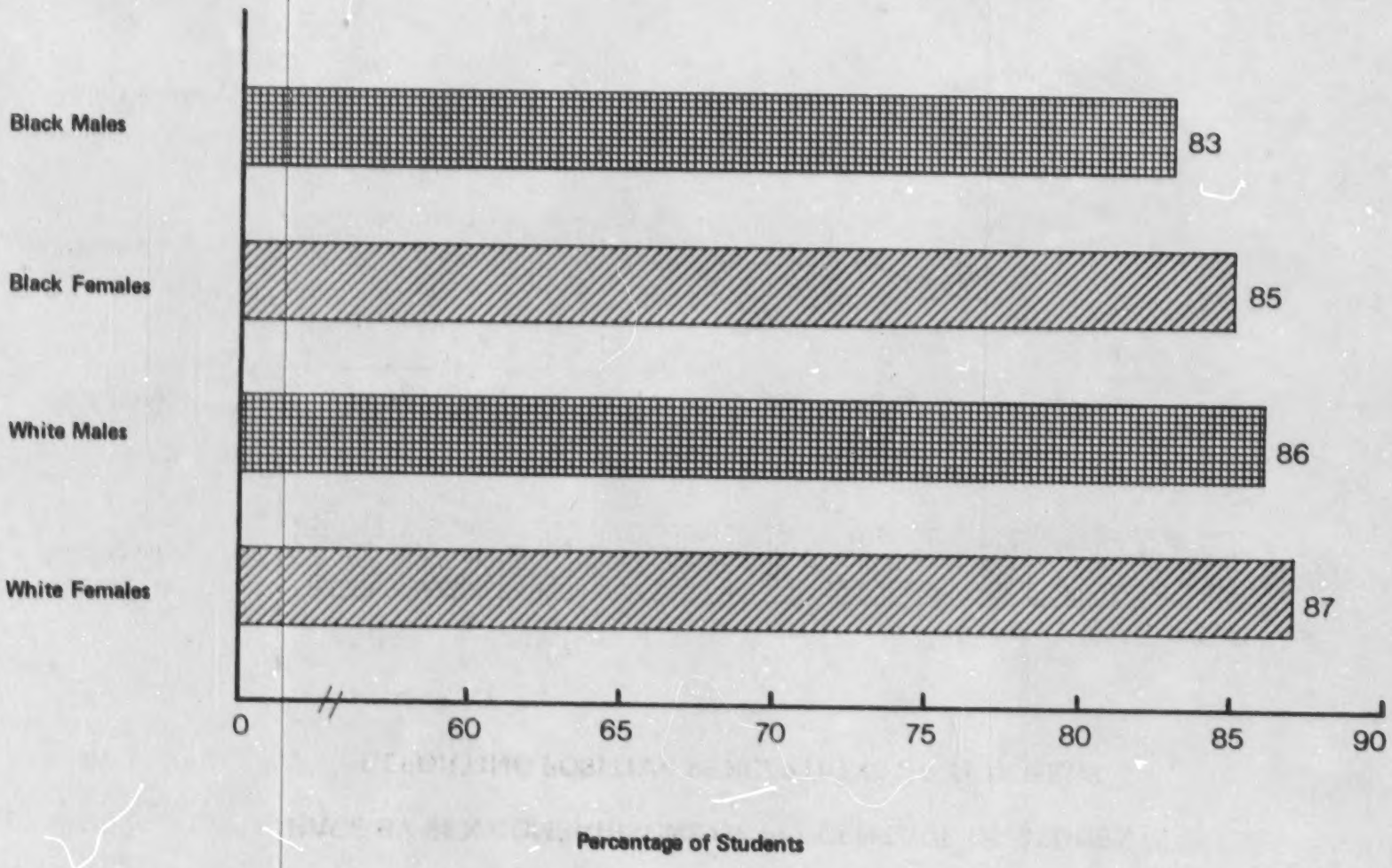
Results According to Parental Education Level

The educational level of a third grader's parents did not seem to be highly related to his perception of himself, his friends, parents, his school, or his teachers.

STATEWIDE PERCENTAGE OF STUDENTS REPORTING POSITIVE PERCEPTIONS OF PARENTS, TEACHERS, SCHOOL, PEERS, AND SELF



RACE-BY-SEX COMPARISONS OF PERCENTAGE OF STUDENTS REPORTING POSITIVE PERCEPTIONS OF PARENTS



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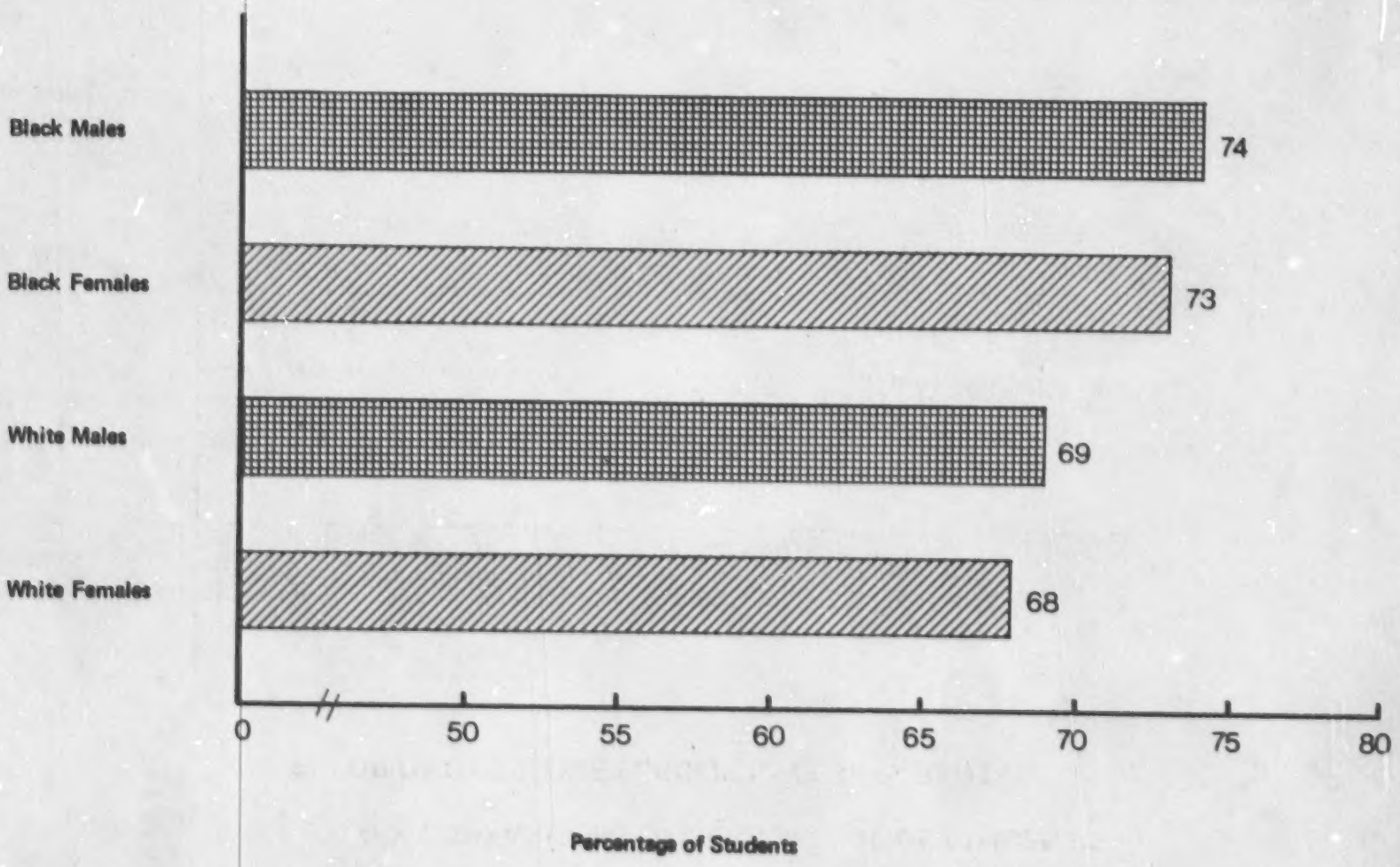
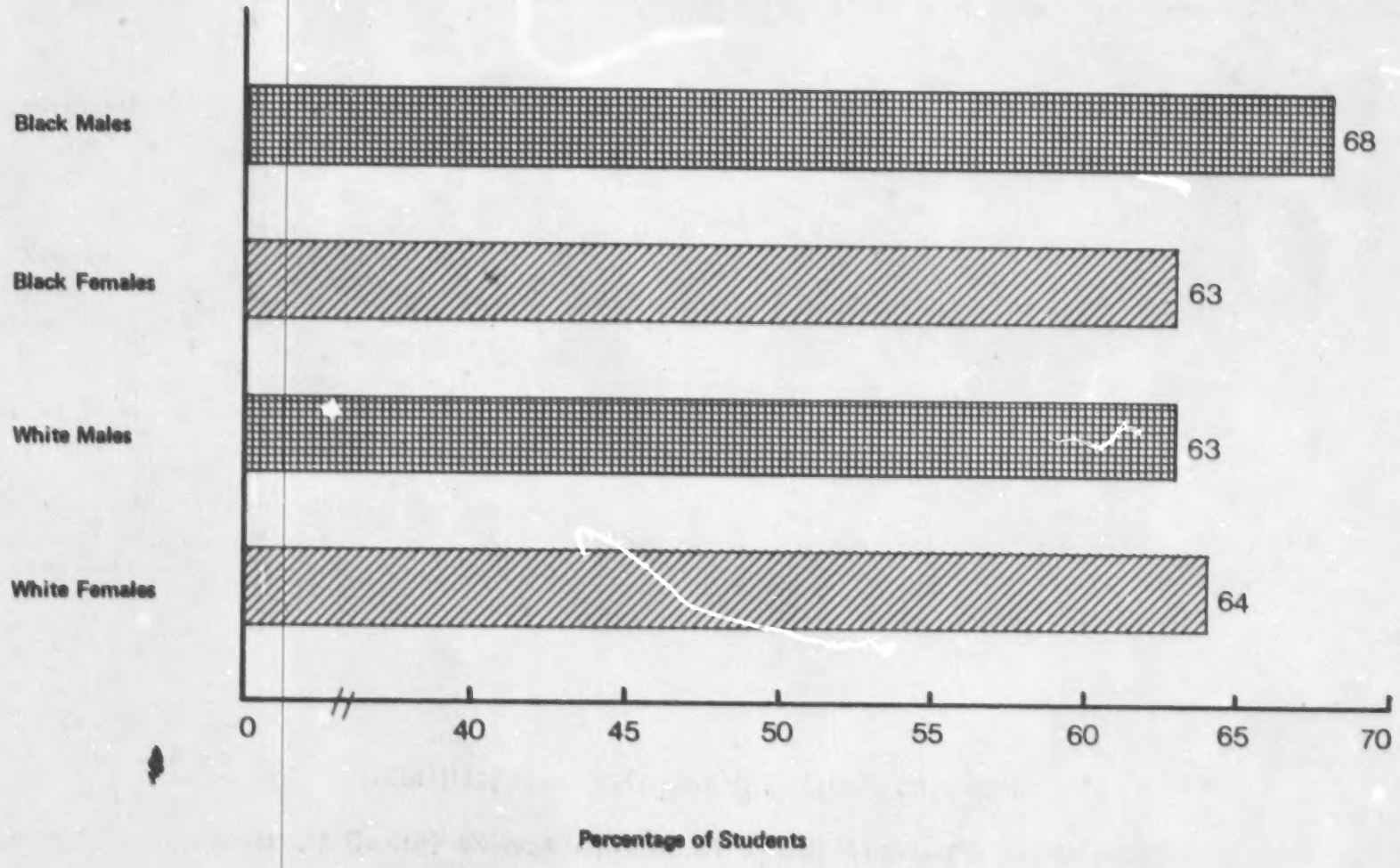
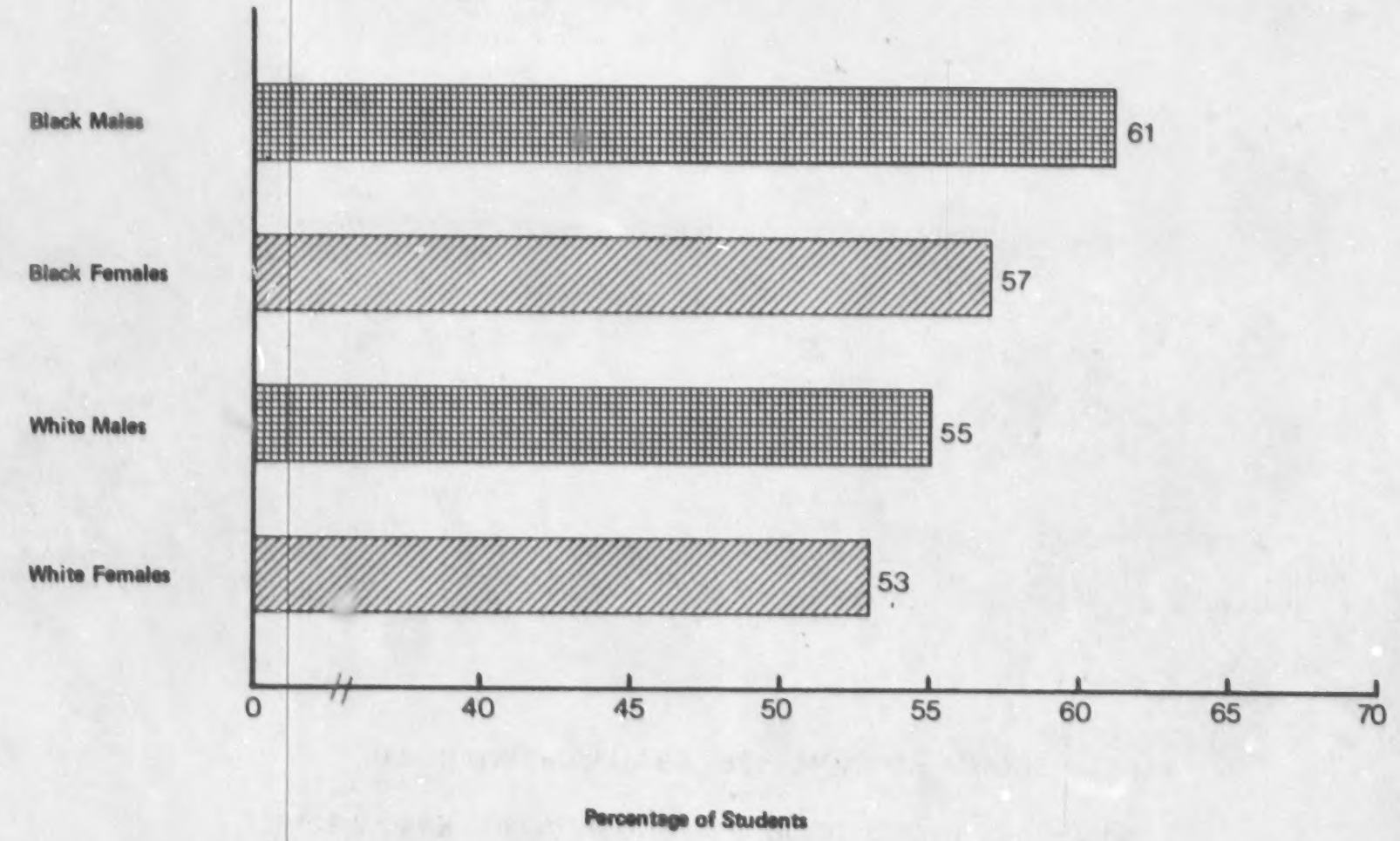


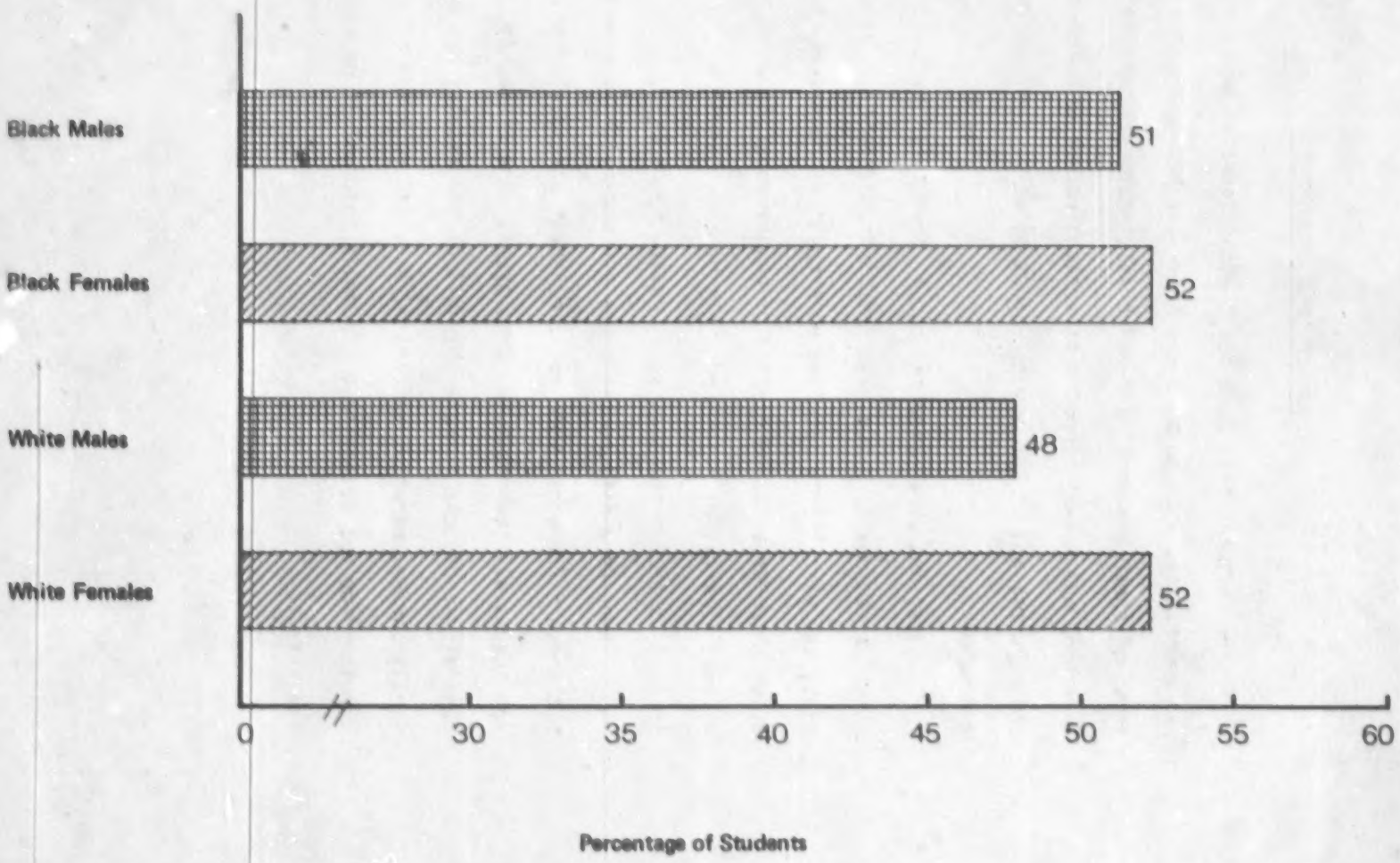
RACE-BY-SEX COMPARISONS OF PERCENTAGE OF STUDENTS REPORTING POSITIVE PERCEPTIONS OF SCHOOL



RACE-BY-SEX COMPARISIONS OF PERCENTAGE OF STUDENTS REPORTING POSITIVE PERCEPTIONS OF PEERS



RACE-BY-SEX COMPARISIONS OF PERCENTAGE OF STUDENTS REPORTING POSITIVE SELF-PERCEPTIONS



Summary and Discussion

The Cultural Arts Test dealt with students' perceptions of their own competence, interests, preferences and happiness in the cultural arts; of their teachers' and principals' cultural arts interests; of in-school and out-of-school arts activities; of exposure to artists and objects; and of the general areas of self, parents, peers, teachers, and school.

Questions were asked related to four specific cultural arts areas: visual arts, music, dance, and speech/drama/poetry. Throughout the test, the visual arts received more positive responses than any of the other three areas. One ranking of positiveness recurred throughout several clusters of items and might be considered typical: 1) visual arts, 2) speech/drama/poetry, 3) music, 4) dance.

There were differences among students with varying backgrounds, but these differences were not consistent across all the sets of items and across all four cultural arts areas. Therefore, no perfect generalizations can be made when all of the results are aggregated. Family income, parental education, sex, and race (when taken alone or together) do not determine a student's interest in or appreciation of the arts.

APPENDIX

SCORE

SCHOOL CURRICULUM OBJECTIVE REFERENCED EVALUATION

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NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

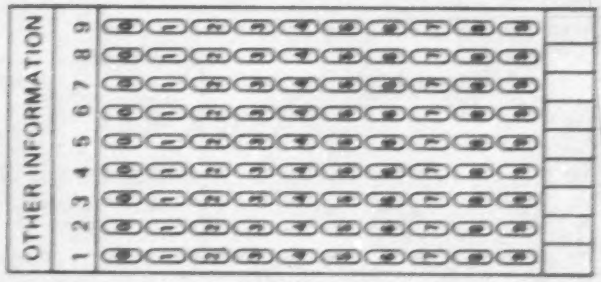
N. C. Educational Assessment
Subject-Cultural Arts
Grade-03 Level-0 Form-1

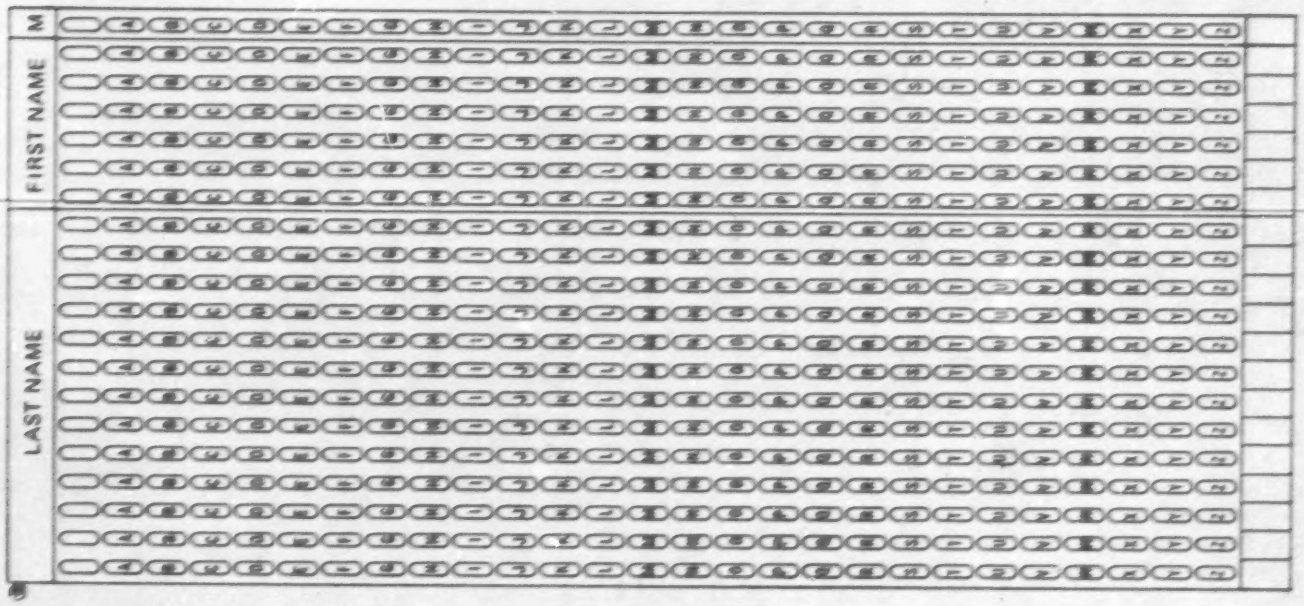
PUPIL'S NAME _____

GRADE _____ DATE _____

SCHOOL _____

TEACHER'S NAME _____





C U L T U R A L A R T S

Directions

Today you are going to take a different kind of test. We want to learn about what you think and feel about some of the things you do in school and at home. We want to know more about what things you do or do not like to do.

There are no right or wrong answers on this test. The important thing is to answer the questions the way you really feel.

If you:

Do not understand the question
Do not know the answer
Do not want to answer the question

Leave the answer space blank for that question.

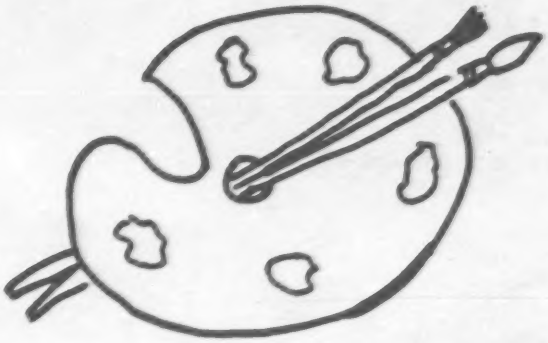
Example

Do you like to play football at scho<,?

(A) Yes
(B) No
(C) I am not sure.

If you do like to play football at school, you should have filled in the space (A) beside "Yes." If you do not like to play football, you should have filled in (B) beside "No." If you have mixed feelings or are not sure what you think, you should have filled in (C) beside " I am not sure. "

Visual Arts



1. Does your class paint or draw pictures?

88.2% (A) Yes
3.1% (B) No
7.9% (C) I am not sure.

2. Would you like to spend more time drawing pictures at school?

53.1% (A) Yes
28.9% (B) No
17.4% (C) I am not sure.

3. Do you feel good (happy) when you are drawing things?

82.0% (A) Yes
4.5% (B) No
12.8% (C) I am not sure.

4. Do you ever take your pictures or artwork home?

85.9% (A) Yes
9.1% (B) No
4.5% (C) I am not sure.

5. Do you have enough colors in your class for everyone to paint what he wants to?

30.2% (A) Yes
34.3% (B) No
34.8% (C) I am not sure.

6. Have you ever seen anyone make a pot from clay?

44.3% (A) Yes
46.6% (B) No
8.0% (C) I am not sure.

7. Have you ever touched water colors?

70.0% (A) Yes
17.1% (B) No
11.5% (C) I am not sure.

8. Have you ever been to an art museum?

29.0% (A) Yes
57.1% (B) No
12.5% (C) I am not sure.

9. Does your teacher ever give you drawings to fill in with color?

67.8% (A) Yes
14.5% (B) No
16.5% (C) I am not sure.

10. Would you like to take some crayons and paper home with you?

75.9% (A) Yes
11.9% (B) No
11.4% (C) I am not sure.

11. Does your teacher put your pictures up for others to see?

95.1% (A) Yes
1.5% (B) No
2.8% (C) I am not sure.

12. Have you watched a film about art this year?

19.4% (A) Yes
49.1% (B) No
30.7% (C) I am not sure.

13. Do you do drawings at home?

83.2% (A) Yes
12.4% (B) No
3.6% (C) I am not sure.

14. Do you have enough time at school to finish your art work?

56.7% (A) Yes
20.1% (B) No
22.0% (C) I am not sure.

15. Have you ever seen anyone knit?

81.8% (A) Yes
10.2% (B) No
7.3% (C) I am not sure.

16. Have you ever touched finger paint?

80.1% (A) Yes
12.2% (B) No
7.0% (C) I am not sure.

17. Have you ever been to the ocean?

62.3% (A) Yes
30.0% (B) No
7.1% (C) I am not sure.

18. Would you like to see one of your pictures put in a store window in your town?

71.3% (A) Yes
17.0% (B) No
11.1% (C) I am not sure.

19. Has your class looked at pictures done by great artists?

33.1% (A) Yes
33.8% (B) No
32.1% (C) I am not sure.

20. Do you ever color pictures with your friends after school?

47.0% (A) Yes
42.4% (B) No
9.9% (C) I am not sure.

21. Have you ever seen anyone carve something pretty from a piece of wood?

48.6% (A) Yes
36.6% (B) No
14.3% (C) I am not sure.

22. Do you have a coloring book at home?

81.4% (A) Yes
16.4% (B) No
1.8% (C) I am not sure.

BEST COPY AVAILABLE

23. Do you draw pretty pictures?

55.5% (A) Yes
14.6% (B) No
28.4% (C) I am not sure.

24. Have you looked at art books in your library?

44.2% (A) Yes
36.2% (B) No
17.8% (C) I am not sure.

25. Have you ever used clay to make something at school?

64.0% (A) Yes
27.2% (B) No
7.5% (C) I am not sure.

26. Do you feel shy (embarrassed) when someone asks you to draw something?

24.2% (A) Yes
62.8% (B) No
12.2% (C) I am not sure.

27. Have you ever seen anyone make things out of glass?

32.5% (A) Yes
56.6% (B) No
9.5% (C) I am not sure.

28. Have you ever seen an artist painting a picture?

33.6% (A) Yes
53.9% (B) No
11.5% (C) I am not sure.

29. Do you have a picture that someone took of you with a camera while you were away from school?

72.5% (A) Yes
16.7% (B) No
9.8% (C) I am not sure.

30. Have you ever touched oil paints?

34.2% (A) Yes
47.4% (B) No
17.7% (C) I am not sure.

31. Have you ever been on a mountain?

58.8%(A) Yes
33.2%(B) No
7.2%(C) I am not sure.

32. Has anyone at school told you that you made a nice drawing this year?

64.2%(A) Yes
22.4%(B) No
12.8%(C) I am not sure.

33. Have you ever drawn two or three pictures to tell a story?

44.0%(A) Yes
35.7%(B) No
19.8%(C) I am not sure.

34. Would you like to be an artist when you grow up?

38.0%(A) Yes
37.8%(B) No
23.7%(C) I am not sure.

35. Have you ever visited a zoo?

63.1%(A) Yes
28.9%(B) No
7.4%(C) I am not sure.

36. Have you ever talked to someone who was paid for drawing or painting pretty things?

24.3%(A) Yes
55.6%(B) No
19.6%(C) I am not sure.

37. Have you ever drawn a picture to show how you feel inside--mad, happy, mixed up, etc.?

35.9%(A) Yes
40.3%(B) No
22.9%(C) I am not sure.

38. Have you ever touched a movie projector?

79.1%(A) Yes
14.3%(B) No
6.0%(C) I am not sure.

39. Have you ever seen anyone who drew pictures of people's heads?

64.9% (A) Yes
23.5% (B) No
10.4% (C) I am not sure.

40. Have you ever taken a picture of someone with a camera?

56.0% (A) Yes
34.5% (B) No
7.9% (C) I am not sure.

41. Have you ever gone somewhere away from school just to look at pretty things people made?

28.7% (A) Yes
50.3% (B) No
20.4% (C) I am not sure.

42. Have you ever seen a movie that someone you know made with a camera?

40.4% (A) Yes
43.9% (B) No
14.7% (C) I am not sure.

Music

1. Does your class sing songs every day?

16.0%(A) Yes
76.6%(B) No
 6.8%(C) I am not sure.

2. Do you get to sing as much as you want to?

31.8%(A) Yes
54.0%(B) No
13.7%(C) I am not sure.

3. Do you feel good (happy) when you sing?

79.0%(A) Yes
 7.9%(B) No
12.4%(C) I am not sure.

4. Does your teacher enjoy singing?

48.4%(A) Yes
 3.4%(B) No
47.9%(C) I am not sure.

5. Are you a good singer?

34.1%(A) Yes
30.8%(B) No
34.5%(C) I am not sure.

6. Have you ever seen a guitar?

97.5%(A) Yes
 1.3%(B) No
 0.9%(C) I am not sure.

7. Have you ever touched a record player?

96.6% (A) Yes
1.2% (B) No
0.3% (C) I am not sure.

8. Do you use the music books in your classroom?

77.0% (A) Yes
15.1% (B) No
6.6% (C) I am not sure.

9. Do you like the music book your class uses?

72.2% (A) Yes
12.4% (B) No
14.5% (C) I am not sure.

10. Do you use your foot or fingers to keep time with music?

44.2% (A) Yes
33.4% (B) No
21.5% (C) I am not sure.

11. Do you listen to records in the library?

40.5% (A) Yes
45.7% (B) No
12.8% (C) I am not sure.

12. Do you feel like singing along when you hear music or a record?

76.6% (A) Yes
11.8% (B) No
11.2% (C) I am not sure.

13. Have you ever seen a banjo?

60.1% (A) Yes
28.7% (B) No
10.7% (C) I am not sure.

14. Have you ever touched a piano?

93.4% (A) Yes
4.0% (B) No
1.7% (C) I am not sure.

15. Do you listen to singing on the radio, T.V., or records every day after school?

54.3% (A) Yes
33.9% (B) No
10.8% (C) I am not sure.

16. Do you like the kind of music you sing at school?

67.0% (A) Yes
17.2% (B) No
15.1% (C) I am not sure.

17. Have you ever gone somewhere away from school just to hear people sing or play instruments?

26.1% (A) Yes
58.8% (B) No
14.2% (C) I am not sure.

18. Would you like to listen to more records in class?

73.8% (A) Yes
14.7% (B) No
10.9% (C) I am not sure.

19. Do you sing with your friends after school?

26.5% (A) Yes
61.4% (B) No
11.6% (C) I am not sure.

20. Have you ever seen a trumpet?

62.1% (A) Yes
25.3% (B) No
12.1% (C) I am not sure.

21. Have you ever touched a guitar?

92.2% (A) Yes
5.2% (B) No
2.1% (C) I am not sure.

22. Do you sing often with your parents or other older people at your home?

40.6% (A) Yes
45.7% (B) No
13.3% (C) I am not sure.

23. Do you read books about music in your library?

30.1% (A) Yes
50.6% (B) No
18.0% (C) I am not sure.

24. Have you ever seen the "Granny" Show?

67.3% (A) Yes
22.1% (B) No
8.9% (C) I am not sure.

25. Would you like to be a musician when you grow up?

29.4% (A) Yes
48.9% (B) No
20.7% (C) I am not sure.

26. Have you ever sung a solo in class?

20.7% (A) Yes
56.8% (B) No
21.3% (C) I am not sure.

27. Would you like to sing solos at school?

33.4% (A) Yes
48.2% (B) No
17.2% (C) I am not sure.

28. Have you ever seen a violin?

68.0% (A) Yes
22.1% (B) No
8.8% (C) I am not sure.

29. Have you ever made something to make music with?

46.1% (A) Yes
42.1% (B) No
11.0% (C) I am not sure.

30. Do you feel shy (embarrassed) when someone asks you to sing?

51.5% (A) Yes
35.3% (B) No
12.3% (C) I am not sure.

31. Have you ever played an instrument at school (blocks, bells, tambourine, etc.)?

76.3% (A) Yes
17.9% (B) No
5.1% (C) I am not sure.

32. Would you like to spend more time playing these instruments?

54.0% (A) Yes
29.5% (B) No
15.7% (C) I am not sure.

33. Do you hear the same records over and over at school?

35.1% (A) Yes
48.7% (B) No
15.1% (C) I am not sure.

34. Have you ever talked to a musician or someone who plays music for money?

25.3% (A) Yes
60.4% (B) No
13.7% (C) I am not sure.

35. Do you like the records you have at school?

68.3% (A) Yes
16.4% (B) No
14.7% (C) I am not sure.

36. Can you clearly hear the records that are played in your class?

73.7% (A) Yes
14.6% (B) No
11.1% (C) I am not sure.

37. Have you ever sung a song with two or three other students in front of the class?

46.1% (A) Yes
41.8% (B) No
11.5% (C) I am not sure.

38. Does your principal enjoy singing?

18.4% (A) Yes
7.6% (B) No
73.2% (C) I am not sure.

39. Would you like to teach all the students a song you know?

43.2% (A) Yes
36.6% (B) No
19.1% (C) I am not sure.

40. Do you make music on an instrument (like a piano or guitar) after school?

40.5% (A) Yes
50.8% (B) No
8.0% (C) I am not sure.

41. Do you have a record or tape of your own?

69.4% (A) Yes
27.2% (B) No
2.6% (C) I am not sure.

42. Have you ever touched a violin?

31.7% (A) Yes
57.7% (B) No
10.2% (C) I am not sure.

Dance and Movement Section

1. Do you ever move or dance to music in your class?

55.8%(A) Yes
32.5%(B) No
11.1%(C) I am not sure.

2. Do you get to dance as much as you want to at school?

18.7%(A) Yes
68.0%(B) No
12.7%(C) I am not sure.

3. Do you feel good (happy) when you are dancing?

61.0%(A) Yes
20.5%(B) No
18.0%(C) I am not sure.

4. Do you ever dance with your friends after school?

24.1%(A) Yes
68.6%(B) No
 6.8%(C) I am not sure.

5. Have you ever seen anyone do a clog dance?

22.5%(A) Yes
59.2%(B) No
17.3%(C) I am not sure.

6. Have you ever touched ballet shoes?

34.1%(A) Yes
57.6%(B) No
 7.9%(C) I am not sure.

7. Have you made up a movement or dance to music you like this year?

38.1% (A) Yes
44.8% (B) No
15.4% (C) I am not sure.

8. Do you feel like moving when you hear music?

61.2% (A) Yes
23.7% (B) No
14.0% (C) I am not sure.

9. Have you seen a film about dancing this year?

17.7% (A) Yes
59.8% (B) No
21.6% (C) I am not sure.

10. Would you like to do a dance in front of the class all by yourself?

12.1% (A) Yes
79.8% (B) No
7.2% (C) I am not sure.

11. Does your class ever square dance?

19.3% (A) Yes
65.6% (B) No
14.0% (C) I am not sure.

12. Do you dance to music nearly every day after school?

20.2% (A) Yes
69.2% (B) No
9.5% (C) I am not sure.

13. Do you like the kind of dances you do at school?

44.4% (A) Yes
32.4% (B) No
21.7% (C) I am not sure.

14. Have you ever seen anyone do a tap dance?

64.8% (A) Yes
25.6% (B) No
8.2% (C) I am not sure.

15. Do you dance with your parents or older people at your home?

32.3% (A) Yes
59.1% (B) No
8.1% (C) I am not sure.

16. Have you learned any dances this year that children in other countries do?

33.2% (A) Yes
48.2% (B) No
17.6% (C) I am not sure.

17. Would you like to teach all the students in your room a dance you know?

25.8% (A) Yes
58.7% (B) No
14.9% (C) I am not sure.

18. Can you dance even without any music?

48.9% (A) Yes
35.8% (B) No
14.5% (C) I am not sure.

19. Have you ever put on a dance show with other people after school?

16.3% (A) Yes
76.7% (B) No
6.4% (C) I am not sure.

20. Does everyone in your class get to dance?

41.3% (A) Yes
34.2% (B) No
23.8% (C) I am not sure.

21. Have you ever seen anyone dancing a ballet?

50.3% (A) Yes
39.7% (B) No
9.5% (C) I am not sure.

22. Have you ever jumped on a trampoline?

36.1% (A) Yes
54.1% (B) No
8.9% (C) I am not sure.

23. Have you ever been to a dance away from school?

28.0% (A) Yes
59.0% (B) No
11.6% (C) I am not sure.

24. Does your teacher enjoy dancing?

23.5% (A) Yes
9.8% (B) No
65.2% (C) I am not sure.

25. Do you feel shy (embarrassed) when someone asks you to dance?

51.5% (A) Yes
35.7% (B) No
11.3% (C) I am not sure.

26. Do you have enough records at school to dance by?

49.2% (A) Yes
25.7% (B) No
23.8% (C) I am not sure.

27. Have you ever talked to someone who was paid for dancing?

18.0% (A) Yes
66.7% (B) No
14.3% (C) I am not sure.

28. Have you ever seen anyone do a split?

70.2% (A) Yes
21.8% (B) No
7.1% (C) I am not sure.

29. Have you ever shown the class a dance or movement you made up?

14.0% (A) Yes
78.6% (B) No
6.7% (C) I am not sure.

30. Would you like to see the teachers or principal dance?

90.1% (A) Yes
4.8% (B) No
4.0% (C) I am not sure.

31. Are you a good dancer?

31.1% (A) Yes
39.4% (B) No
28.5% (C) I am not sure.

32. Have you ever practiced dancing or moving in front of a mirror?

47.9% (A) Yes
44.0% (B) No
7.3% (C) I am not sure.

33. Does your class ever try to make things with their bodies like letters of the alphabet or animals?

26.9% (A) Yes
52.2% (B) No
20.0% (C) I am not sure.

34. Have you ever gone somewhere away from school to learn how to dance?

14.3% (A) Yes
79.6% (B) No
5.5% (C) I am not sure.

35. Have you ever stood up and then bent over and touched the floor with your hands?

81.9% (A) Yes
12.6% (B) No
4.9% (C) I am not sure.

36. Have you ever done a dance with two or three other students in front of the class?

20.9% (A) Yes
71.4% (B) No
7.3% (C) I am not sure.

37. Have you ever pretended your body was the wind?

29.3% (A) Yes
61.2% (B) No
8.9% (C) I am not sure.

38. Have you ever been to see a show where people were doing a lot of dancing?

43.6%(A) Yes
43.8%(B) No
11.3%(C) I am not sure.

39. Have you ever seen "Ready-Set-Go" on T.V.?

47.2%(A) Yes
40.2%(B) No
11.4%(C) I am not sure.

40. Would you like to be a dancer when you grow up?

24.3%(A) Yes
57.8%(B) No
17.2%(C) I am not sure.

41. Do you know anyone who takes dance lessons?

49.9%(A) Yes
38.9%(B) No
10.4%(C) I am not sure.

Speech, Drama, and Poetry

1. Have you written a poem this year?

66.8% (A) Yes
24.6% (B) No
7.6% (C) I am not sure.

2. Do you get to spend enough time at school making up poems, songs, or stories?

46.3% (A) Yes
35.3% (B) No
17.8% (C) I am not sure.

3. Do you feel good (happy) when you make up a story, poem, or song?

63.7% (A) Yes
18.4% (B) No
17.1% (C) I am not sure.

4. Do you like the kinds of stories and poems your teacher reads to you?

85.5% (A) Yes
6.7% (B) No
7.0% (C) I am not sure.

5. Have you ever seen a spotlight?

65.4% (A) Yes
22.3% (B) No
11.7% (C) I am not sure.

6. Does your teacher help you do plays or skits in your classroom?

56.1% (A) Yes
24.1% (B) No
19.3% (C) I am not sure.

7. Do you get to spend as much time as you want to at school doing "pretend" things like plays and skits?

29.9% (A) Yes
48.4% (B) No
18.9% (C) I am not sure.

8. Are you a good actor?

32.0% (A) Yes
34.2% (B) No
32.0% (C) I am not sure.

9. Would you like to be an actor when you grow up?

26.6% (A) Yes
51.2% (B) No
21.0% (C) I am not sure.

10. Do you ever make up poems away from school?

46.7% (A) Yes
43.2% (B) No
9.2% (C) I am not sure.

11. Have you ever been to a book store?

76.8% (A) Yes
14.6% (B) No
7.6% (C) I am not sure.

12. Have you ever touched a microphone?

67.2% (A) Yes
23.0% (B) No
8.9% (C) I am not sure.

13. Would you like for your teacher to read more poems and stories to you?

74.9% (A) Yes
14.4% (B) No
10.0% (C) I am not sure.

14. Has your teacher asked you to read your poem or story to the whole class?

71.4% (A) Yes
19.1% (B) No
8.2% (C) I am not sure.

15. Do you like to speak or tell stories in front of your class?

44.6% (A) Yes
40.8% (B) No
14.0% (C) I am not sure.

16. Have you heard your own voice on a tape recorder at school this year?

43.1% (A) Yes
50.3% (B) No
6.0% (C) I am not sure.

17. Have you or your friends put on a show or play after school?

25.9% (A) Yes
64.1% (B) No
8.9% (C) I am not sure.

18. Do you like the kinds of plays and stories you act out at school?

64.6% (A) Yes
18.8% (B) No
15.5% (C) I am not sure.

19. Have you ever seen people who visited your school and put on a play?

56.2% (A) Yes
31.0% (B) No
12.0% (C) I am not sure.

20. Have you ever made a poem to show how you feel inside--mad, happy, mixed up?

30.1% (A) Yes
52.0% (B) No
17.2% (C) I am not sure.

21. Have you ever put on a puppet show at school?

31.0% (A) Yes
61.0% (B) No
7.5% (C) I am not sure.

22. Would you like to spend more time acting out stories at school?

45.0% (A) Yes
39.2% (B) No
15.4% (C) I am not sure.

23. Have you ever talked to someone who was paid money for writing poems, songs, or stories?

18.2% (A) Yes
68.5% (B) No
12.2% (C) I am not sure.

24. Has your class made up a play this year?

46.3% (A) Yes
40.8% (B) No
11.8% (C) I am not sure.

25. Do you like to tell jokes?

85.5% (A) Yes
9.3% (B) No
3.9% (C) I am not sure.

26. Have you helped make costumes to wear for a play this year?

20.0% (A) Yes
70.5% (B) No
8.5% (C) I am not sure.

27. Do you watch television at home?

95.6% (A) Yes
2.5% (B) No
0.5% (C) I am not sure.

28. Have you ever talked to an actor?

20.1% (A) Yes
69.7% (B) No
9.3% (C) I am not sure.

29. Have you dressed up in special clothes for a play about something you were studying this year?

23.6% (A) Yes
62.6% (B) No
12.2% (C) I am not sure.

30. Do you see movies at school?

77.0% (A) Yes
15.1% (B) No
6.0% (C) I am not sure.

31. Have you ever been to a movie away from school (movie theater)?

69.9% (A) Yes
24.9% (B) No
4.1% (C) I am not sure.

32. Does your teacher enjoy reading you stories and poems?

51.8% (A) Yes
4.0% (B) No
43.8% (C) I am not sure.

33. Do you have enough good story books in your library?

85.4% (A) Yes
7.5% (B) No
6.3% (C) I am not sure.

34. Have you ever touched makeup like actors and clowns use?

41.4% (A) Yes
46.7% (B) No
11.3% (C) I am not sure.

35. Have you ever been to the public library?

56.1% (A) Yes
34.8% (B) No
8.5% (C) I am not sure.

36. Have you ever painted cardboard to make scenery?

27.7% (A) Yes
54.7% (B) No
16.8% (C) I am not sure.

37. Have you acted in a play before lots of people at your school this year?

31.1% (A) Yes
56.5% (B) No
11.9% (C) I am not sure.

38. Do you ever make different voices when you are telling a story?

60.1% (A) Yes
28.2% (B) No
11.1% (C) I am not sure.

39. Have you ever been on a radio or T.V. program?

21.4% (A) Yes
74.2% (B) No
3.4% (C) I am not sure.

40. Do you have a stage in your school?

83.2% (A) Yes
11.2% (B) No
4.1% (C) I am not sure.

41. Have you ever seen a real clown?

63.4% (A) Yes
28.7% (B) No
7.0% (C) I am not sure.

42. Have you ever been in a music store?

61.4% (A) Yes
28.1% (B) No
9.8% (C) I am not sure.

43. Have you ever gone somewhere just to see people act out a story (play)?

40.3% (A) Yes
44.5% (B) No
14.3% (C) I am not sure.

About School

1. Are most of the things you study interesting to you?

70.6% (A) Yes
16.7% (B) No
11.2% (C) I am not sure.

2. Do your principal and teachers run this school in a way that is fair?

72.1% (A) Yes
11.4% (B) No
15.0% (C) I am not sure.

3. When something at home or school upsets you, do you know that you can find someone at school to help you?

66.7% (A) Yes
17.0% (B) No
13.8% (C) I am not sure.

4. Is your lunchroom bright and cheerful?

66.3% (A) Yes
17.1% (B) No
15.2% (C) I am not sure.

5. Are you happy in this school?

76.5% (A) Yes
14.2% (B) No
7.6% (C) I am not sure.

6. Are the people who work in the principal's office nice to you?

85.7% (A) Yes
5.7% (B) No
6.9% (C) I am not sure.

7. Would you mind going to another school if a few of your friends went with you?

45.4% (A) Yes
44.8% (B) No
8.2% (C) I am not sure.

8. Would you like to quit school?

29.0% (A) Yes
62.8% (B) No
7.2% (C) I am not sure.

About Teachers

9. Are there times when your teacher lets you work in small groups?

83.1% (A) Yes
9.5% (B) No
6.7% (C) I am not sure.

10. Does your teacher give you work that is too hard for you to do?

31.1% (A) Yes
54.0% (B) No
14.0% (C) I am not sure.

11. When you are being punished, does your teacher tell you why?

69.9% (A) Yes
17.4% (B) No
10.7% (C) I am not sure.

12. Does your teacher make learning fun for you?

70.0% (A) Yes
17.3% (B) No
11.0% (C) I am not sure.

13. Does your teacher expect you to do good work?

89.5% (A) Yes
2.8% (B) No
6.4% (C) I am not sure.

14. Does your teacher want you to think for yourself?

89.4% (A) Yes
3.4% (B) No
6.2% (C) I am not sure.

15. Do you get upset when your teacher makes a fuss over you?

58.6% (A) Yes
27.6% (B) No
12.3% (C) I am not sure.

16. Do you like to show your teacher the very best work you can do?

92.7% (A) Yes
4.3% (B) No
2.0% (C) I am not sure.

17. When you start something new, does your teacher tell you why it is important?

74.8% (A) Yes
12.7% (B) No
11.4% (C) I am not sure.

18. Does your teacher expect more from you than you can do?

44.9% (A) Yes
37.0% (B) No
16.9% (C) I am not sure.

About Parents

19. Do your parents care what your grades are?

90.7% (A) Yes
6.4% (B) No
2.3% (C) I am not sure.

20. Do your parents expect you to do your best at school?

96.3% (A) Yes
1.7% (B) No
1.5% (C) I am not sure.

21. Do you have a lot of fun with your parents or people you live with?

89.9% (A) Yes
4.2% (B) No
4.1% (C) I am not sure.

22. Do your parents or the people you live with make you happy?

90.5% (A) Yes
3.9% (B) No
3.7% (C) I am not sure.

23. Do your parents expect you to do your jobs around your house the very best you can?

88.7% (A) Yes
4.9% (B) No
5.1% (C) I am not sure.

24. Have many things happened away from school that have upset you very much?

57.0% (A) Yes
27.5% (B) No
13.7% (C) I am not sure.

<u>About You</u>

25. Do you do well in your school work?

64.3% (A) Yes
6.4% (B) No
27.6% (C) I am not sure.

26. Do you worry a lot?

47.0% (A) Yes
45.0% (B) No
6.6% (C) I am not sure.

27. Do you do your best in school?

85.4% (A) Yes
5.1% (B) No
7.7% (C) I am not sure.

28. Do you cry easily?

23.0% (A) Yes
66.0% (B) No
9.5% (C) I am not sure.

29. Are you proud of your schoolwork?

79.9% (A) Yes
9.7% (B) No
9.5% (C) I am not sure.

30. Are you often afraid of something?

38.6% (A) Yes
49.7% (B) No
10.6% (C) I am not sure.

31. Do you enjoy doing hard problems?

39.6% (A) Yes
51.5% (B) No
8.0% (C) I am not sure.

32. Do people pick on you?

61.3% (A) Yes
31.2% (B) No
6.9% (C) I am not sure.

33. Does it bother you when people don't even try?

46.9% (A) Yes
39.8% (B) No
12.1% (C) I am not sure.

34. Are you too shy?

19.1% (A) Yes
67.3% (B) No
11.8% (C) I am not sure.

35. Are you a happy person?

85.1% (A) Yes
7.2% (B) No
7.0% (C) I am not sure.

36. Are you lonely at school?

15.5% (A) Yes
78.7% (B) No
4.5% (C) I am not sure.

About Your Friends and Other Things

37. Do you belong to a group of kids who pal around at school?

25.3% (A) Yes
61.9% (B) No
11.3% (C) I am not sure.

38. Are you proud of who your friends are?

89.2% (A) Yes
5.6% (B) No
4.3% (C) I am not sure.

39. Are your real friends near your home and not at school?

49.1% (A) Yes
33.9% (B) No
14.9% (C) I am not sure.

40. Do people who live near your home think that going to school is important?

75.1% (A) Yes
10.4% (B) No
13.6% (C) I am not sure.

41. Do you enjoy riding the bus?

61.0% (A) Yes
21.9% (B) No
12.1% (C) I am not sure.

42. Can you make your classmates do what you tell them to do?

13.7% (A) Yes
75.8% (B) No
9.6% (C) I am not sure.

43. Did you smile or laugh two or three times today?

75.2% (A) Yes
17.4% (B) No
6.4% (C) I am not sure.